

**Babcock Neighborhood School**  
**Kindergarten through Grade Eight**

**Submitted to Charlotte County Public Schools**  
**August 2016**  
**To Open August 2017**

**APPLICATION COVER SHEET**

**NAME OF PROPOSED CHARTER SCHOOL:** Babcock Neighborhood School

**NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** Babcock Neighborhood School, Inc.

**If a non-profit organization, is it incorporated with Florida’s Secretary of State?** Yes

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

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Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

| <b>Full Name</b>  | <b>Current Job Title &amp; Employer</b>         | <b>Role with Proposed School</b> |
|-------------------|---|----------------------------------|
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| Richard Moreno    | Director Building Hope, Inc.                    | Consultant                       |
|                   |   |                                  |

**Projected Date of School Opening (Month/Year):** August 2017

**Do any of the following describe your organization, or the school proposed in this application?**

Seeks approval to convert an already existing public school to charter status. (Applicant must attach as Attachment A evidence of compliance with the voting requirements set forth in section 1002.33(3)(b), F.S.)

Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.

Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.

Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.

Will contract or partner with an Education Service Provider (ESP). (See definition of an ESP in the Addendum, which applicant must complete if using an ESP.) If yes, include the provider’s portfolio in answering the questions below regarding pending applications and school openings. Name of ESP: \_\_\_\_\_

\_\_\_\_\_ Seeks approval to replicate an existing school model. (See definition of a replication in the Addendum, which applicant must complete if replicating a school model.)

\_\_\_\_\_ Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S. (Applicant must complete Addendum A1.)

**Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here?**

Yes      No    *If yes, complete the table below (add lines as necessary).*

| State | Authorizer                         | Proposed School Name          | Application Due Date | Decision Date |
|-------|------------------------------------|-------------------------------|----------------------|---------------|
| FL    | Hillsborough County Public Schools | The Collaboratory             | 8-16                 | 9-16          |
| FL    | Palm Beach County School District  | Olympus International Academy | 8-16                 | 10-16         |
| FL    | Miami Dade County School District  | KMK8 (KIPP)                   | 8-16                 | 10-16         |

**Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future?**  Yes      No    *If yes, complete the table below (add lines as necessary).*

| Planned School Name                      | Authorizer | City, State | Opening Date |
|--|------------|-------------|--------------|
| True North Classical Academy South K-8   | Miami Dade | Miami, FL   | 8-17         |
| True North Classical Academy High School | Miami Dade | Miami, FL   | 8-17         |
| Larkin Academy for the Health Sciences   | Miami Dade | Miami, FL   | 8-17         |

**Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?** Yes \_\_\_\_\_ No  *If yes, complete DOE Form IEPC-M1A which can be found at <http://www.fl DOE.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.*

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the prim contact for this application on behalf of the applicant.

  
Signature

Christy Noe  
Printed Name

Consultant - Colleb.  
Title

8-1-16  
Date

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## EXECUTIVE SUMMARY

Babcock Neighborhood School offers students in southeast Charlotte County a place-based, student-centered education built on active learning, collaboration and community. The eco-focused Babcock Ranch development lays the ideal foundation for a place-based, green-STEAM educational model. Situated on 17,000 acres, adjacent to an extensive wilderness preserve, Babcock Ranch features hiking and biking paths, greenways and lakes, all ready to serve as the ultimate experiential learning classroom for Babcock Neighborhood School (BNS). The Babcock Ranch community, focused on clean, renewable energy strategies, including Florida Green Building Coalition certified buildings and 75-megawatt solar farm, offers a lesson in eco-stewardship for students. As students collaborate with business owners, learn about health and wellness, and gain a firsthand understanding of the farm-to-table movement, they will discover that their contributions have value to the entire Babcock Ranch community.

Babcock Neighborhood School will prepare kindergarten through grade eight students to become independent, creative and compassionate lifelong learners, leaders and problem solvers through an environmentally focused greenSTEAM educational program that integrates science, technology, engineering, the arts and mathematics within a thoughtfully prepared holistic learning environment. Multi-grade classroom groupings will support each child's natural development, as BNS seeks to nurture the whole child through an emphasis on independence, freedom and respect for each child's natural learning process.

While Babcock Neighborhood School's anticipated student population will likely mirror the student population of Charlotte County Public Schools, BNS fills a need that will be created by the future development of Babcock Ranch. BNS will provide a unique, place-based, green-STEAM educational opportunity to all students in Charlotte County, while providing an easily accessible public charter school option to families who move into the Babcock Ranch development. At completion, the Babcock Ranch community is projected to have over 19,000 residences, which will house over 50,000 people. Babcock Neighborhood School provides a community-based educational option for these families.

Babcock Neighborhood School offers a place-based educational experience, which considers the physical surroundings and the larger community to be part of the learning environment itself. With 50 percent of the town's footprint set aside for open green space and lakes and over 50 miles of trails, as well as the city center and commerce structure, Babcock Ranch provides ample opportunity for exploration and learning. As BNS students focus on local landscape, history, culture and context, learning moves from the abstract to the concrete, engaging students with their surroundings. Students will be actively involved in the community, and the community will benefit from the projects they produce. The interconnectedness of place-based learning aligns directly with the interdisciplinary and environmental nature of BNS's greenSTEAM curriculum.

The BNS commitment to creating a sustainable environment focused on clean renewable resources is the foundation of our greenSTEAM curriculum. Daily science instruction will incorporate hands-on activities, virtual labs, and inquiry learning; mathematics will be integrated into all science instruction, as well as taught as a separate subject. Technology will enhance instruction in all curriculum areas. Inquiry and problem based learning will frame instruction and foster environmental responsibility. BNS students also will find joy and excitement in learning through the arts, which connect elements of curriculum across content fields and increases student learning, engagement, and motivation.

At Babcock Neighborhood School, cooperation is valued over competition, underscoring the school's focus on community. Individual differences are accepted and appreciated, while each student is treated and taught as an individual. Multi-grade grouping in the elementary grades helps to create a sense of family, while everyone contributes and takes responsibility for the functioning and maintenance of the classroom and the school. Respect for self, others, and the environment will be explicitly taught and modeled, fostering within BNS students a lifelong commitment to community and the social good.

Project Based Learning (PBL), which follows the arc of constructivist and active learning, builds on the foundation of self-guided exploration and mastery as students progress through intermediate and middle grades. Students are presented with a problem that has real world impact. In groups, they are then responsible for deciding how to explore and/or research the problem; they pose hypothesis that they set about either proving or disproving; they debate with team members; they analyze data, and they formulate solutions and draw conclusions. Students then present the results of their projects to the larger community. As students navigate the process of planning and executing the project design, they continue their development as active learners, constructing knowledge instead of simply receiving it.

The classroom is the epicenter of the school experience for BNS students. Our teachers serve to guide the students not only in their academic endeavors but in their personal and behavioral growth, as well. They teach students about respect by providing them freedom to make choices (and mistakes) within firm boundaries. As we nurture the whole child, we allow students to see the natural consequences of their behaviors and encourage them to make positive, respectful decisions going forward. Creating a culture of respect reaffirms each student's self-worth and helps them find their role in the larger, more diverse school community.

BNS parents and students will have access to unique educational and health-related resources in the town of Babcock Ranch, including The Wellness Center which houses a fitness center, a FGCU occupational and physical therapy center, and HCA West physician offices. BNS families will also have access to The Collaborative Working Space and Business Incubator, which helps members manage, develop and/or transition their careers. The community's market/café, lakeside restaurant and community farm will work together to provide fresh, local and nutritious ingredients and meal options to students at BNS. The five-acre community farm provides convenient, locally grown high quality produce and crops. In addition to these opportunities, the Babcock Ranch Foundation has formed strategic partnerships with Florida Power & Light, Century Link, HCA West, Exos-Medifit, Florida Gulf Coast University and the Flippen Group.

Kitson & Partners, the firm behind the design and execution of the Babcock Ranch development, aspire to excellence in the creation of Babcock Neighborhood School, which will serve the new community (and surrounding areas). Kitson & Partners worked closely with Collaborative Educational Network to choose a solid educational model and complementary curriculum, to establish a positive working relationship with Charlotte County Public Schools, and to select governing board members who can guide the school toward both academic and financial success.

# I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

- A. **Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.**

### **Mission**

The mission of Babcock Neighborhood School is to prepare kindergarten through grade eight students to become independent, creative and compassionate lifelong learners, leaders and problem solvers through an environmentally focused “greenSTEAM” educational program that integrates science, technology, engineering, the arts and mathematics within a thoughtfully prepared holistic learning environment.

### **Vision**

The vision of Babcock Neighborhood School is to provide a world class education in an inspiring and healthy environment, supported by strong public/private partnerships and community involvement that promotes the highest level of academic achievement, creativity, collaboration, and environmental literacy.

The educational program at Babcock Neighborhood School (BNS) will employ multi-grade grouping and emphasize independence, freedom and respect for a child’s natural development. Engaging, clean, well-organized classrooms will facilitate movement and interaction, both indoors and out. Teachers and administrators will strive to build meaningful, productive relationships with every student. The following core values form the foundation of BNS’s student-focused greenSTEAM program:

- **Environmental Responsibility:** We strive to create future stewards of the land. Our place-based learning curriculum allows students to develop a deep connection with the environment, encouraging them to participate in unstructured play and to explore their natural surroundings.
- **Maximizing Potential:** We believe every student should realize their full potential. Our teachers seek to discover and nurture a child’s natural interests, drawing out their talents and cultivating their desire to learn. Our interactive, inspiring and healthy environment with its access to nature, art and music, nutritious meals, physical activity, and technology encourages students to celebrate the daily joy of learning.
- **Lifelong Learning:** We strive to nurture a lifelong love of learning in our students, our teachers and our staff. Our affiliation with local institutions of higher learning bolsters our efforts to ensure that we offer students and teachers the most innovative educational methods and theories. As supporters of “K through Gray” education, we know it is never too early or too late to learn something new and to create positive impact in the world.
- **Sustainability:** We believe in creating a sustainable environment. Our community is focused on clean renewable energy strategies including Florida Green Building Coalition certified community, homes, and buildings and a 75 megawatt solar farm. This will be a

lesson in stewardship for students, and a step toward lessening our environmental footprint.

- **Health and Wellness:** We believe in offering students a healthy learning environment. Our classroom design promotes activity and movement, our meals encourage proper nutrition, and our curriculum encourages outdoor play and physical activity.
- **Diversity:** We recognize the unique personalities and learning styles of each of our students. Our school culture celebrates and respects differences, while acknowledging the commonalities that bind us together as a community.

**B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.**

*In accordance with the law, charter schools shall be guided by the following principles:*

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system. PAGE(S) 5-6; 7-14; 36-38*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 103-107*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school. PAGE(S) 38-39; 44-48*

**C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

*In accordance with the law, charter schools shall fulfill the following purposes:*

- *Improve student learning and academic achievement. PAGE(S) 1-2; 7-9; 13-28*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 13-14; 25-28; 29-30; 33; 42-45*
- *Encourage the use of innovative learning methods. PAGE(S) 57-12*
- *Require the measurement of learning outcomes. PAGE(S) 35-44*

**D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note “N/A”. This section is optional.**

*In accordance with the law, charter schools may fulfill the following purposes:*

- *Create innovative measurement tools. PAGES(S) N/A*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 4-6*
- *Expand the capacity of the public school system. PAGE(S) 4-6*

- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) 4-6; 91*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 83-86*

## Section 2: Target Population and Student Body

- A. **Describe the anticipated student population to be served and how that aligns with the school’s mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S. If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.**

Babcock Neighborhood School (BNS) will employ an anti-discriminatory, open admissions policy for students in kindergarten through grade eight (approximately five to 14 years of age) who qualify to attend a public school in Charlotte County, including out-of-district students who request admission through open enrollment pursuant to House Bill 7029. In accordance with federal anti-discrimination laws and the Florida Educational Equity Act, BNS will not discriminate against a student in its admission process on the basis of race, ethnicity, national origin, gender, disability, or marital status.

As the school nears capacity, the governing board may seek to minimize traffic impact and lessen its environmental footprint by targeting students living within a reasonable distance as provided under 1002.33(10)(e), F.S. Enrollment preferences are described in Section 14.

BNS expects its student population to mirror that of the district as a whole. Based on district enrollment data available from FLDOE, we anticipate the following demographic profile:

- White – 70 percent
- Hispanic/Latino – 14 percent
- Black/African American – 9 percent
- Asian – 2 percent
- Native Hawaiian or Pacific Islander – < 1 percent
- American Indian or Alaska Native – < 1 percent
- Two or more races – 5 percent
- Economically disadvantaged – 65 percent
- ESE/Disabilities – 17 percent
- ESE/Gifted – 2 percent
- English language learner (ELL) – 2 percent

- B. **If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.**

The school will be located in the town of Babcock Ranch, currently under development in southern Charlotte County, close to Highway 31 and State Road 80. For the purposes of estimating distance, a point located at the end of St. Vincent Avenue in the Babcock Ranch development was utilized. For more information, refer to Section 16.

- C. **Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.**

We anticipate reaching full capacity in Year 9, with a total of 764 students and 38 classrooms. Enrollment projections through anticipated capacity are provided in the table below.

## Projected Enrollment

| Grade Level  | Number of Students/Classrooms |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |
|--------------|-------------------------------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|
|              | Year 1                        |     | Year 2 |     | Year 3 |     | Year 4 |     | Year 5 |     | Year 6 |     | Year 7 |     | Year 8 |     | Year 9 |     |
|              | Sts                           | Cls | Sts    | Cls | Sts    | Cls | Sts    | Cls | Sts    | Cls | Sts    | Cls | Sts    | Cls | Sts    | Cls | Sts    | Cls |
| <b>K</b>     | 36                            | 2   | 36     | 2   | 54     | 3   | 72     | 4   | 90     | 5   | 108    | 6   | 126    | 7   | 144    | 8   | 162    | 9   |
| <b>1</b>     |                               |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |
| <b>2</b>     | 18                            | 1   | 36     | 2   | 36     | 2   | 54     | 3   | 72     | 4   | 90     | 5   | 108    | 6   | 126    | 7   | 162    | 9   |
| <b>3</b>     |                               |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |
| <b>4</b>     | 22                            | 1   | 22     | 1   | 44     | 2   | 44     | 2   | 66     | 3   | 88     | 4   | 110    | 5   | 132    | 6   | 176    | 8   |
| <b>5</b>     |                               |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |
| <b>6</b>     |                               |     |        |     |        |     |        |     | 44     | 2   | 66     | 3   | 88     | 4   | 88     | 4   | 88     | 4   |
| <b>7</b>     |                               |     |        |     |        |     |        |     | 22     | 1   | 44     | 2   | 66     | 3   | 88     | 4   | 88     | 4   |
| <b>8</b>     |                               |     |        |     |        |     |        |     |        |     | 22     | 1   | 44     | 2   | 88     | 4   | 88     | 4   |
| <b>9-12</b>  |                               |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |        |     |
| <b>Total</b> | 76                            | 4   | 94     | 5   | 134    | 7   | 170    | 9   | 294    | 15  | 418    | 21  | 542    | 27  | 666    | 33  | 764    | 38  |

### D. Provide a brief explanation of how the enrollment projections were developed.

In developing our enrollment projections, we considered the unique opportunity the school provides to families that will live and work in the area. We believe our environmentally focused mission of preparing students to become independent, creative, and compassionate lifelong learners, leaders, and problem solvers through a “greenSTEAM” educational program that integrates science, technology, engineering, the arts, and mathematics within a thoughtfully prepared holistic learning environment will resonate with many families seeking educational choice options for their children.

The town of Babcock Ranch will ultimately be home to approximately 50,000 residents. We analyzed demand for the school based on: (1) the estimated population density within the target area as the town is developed; (2) the number and type of school choice options currently available to families within Charlotte County and nearby Lee County; (3) the estimated number of employees currently working on the nearby ranch and future employees of the town itself who may choose to enroll their children in a school close to their workplace; and (4) the potential number of Lee County residents who may choose to access the open enrollment choice options now available through HB 7069.

### E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

Understanding that enrollment will be low in the early years as the town is developing, and in line with the community-based environmental focus of the school, we start by keeping enrollment small while ensuring a sufficient number of students to support the school’s program. Traditionally, charter schools opening in established neighborhoods limit the number of grades to one, two, or three in year one, adding a grade each subsequent year. In contrast, as the only public school within ten miles of the proposed site and a local (town) population that will start low and rapidly increase, we expect that the demand pattern for BNS will reflect a much broader grade range starting in year one. Based on the level of interest we anticipate and the nature of the program, we have determined that 764 students across kindergarten through grade eight is an appropriate and reasonable school size.



Babcock Neighborhood School's unique educational program includes multi-grade classrooms in the manner of Montessori programs. While a typical Montessori classroom has 25 to 35 students spanning three grade levels, Florida's public school class size limit for core classes is 18 students in kindergarten through grade three and 22 students in grades four through eight. Charter schools are required to comply with the constitutional class size maximums, except that the calculations for compliance in accordance with section 1003.03, F.S. are at the school level by grade group (i.e., K-3; 4-8; 9-12). To meet the spirit and intent of multi-grade classrooms and adhere to Florida's class size requirements, BNS will implement a modified multi-grade model that includes two or three grade levels within a classroom, with no more than 18 students in classes that include kindergarten through grade three and no more than 22 students in classes that include grades four through eight).

## **Section 3: Educational Program Design**

### **A. Describe the proposed charter school’s educational program.**

Babcock Neighborhood School offers a “place-based” environmentally focused “greenSTEAM” educational program that integrates science, technology, engineering, the arts, and mathematics within a thoughtfully prepared holistic learning environment. BNS fosters physical, mental and emotional growth by providing students with an environment that encourages interaction with and exploration of the world around them. A strong sense of community is instilled in BNS students through multi-grade classrooms and the focus on healthy lifestyles choices and environmental responsibility.

#### **Place-Based Education**

Place-based education considers the physical surroundings and the larger community to be part of the learning environment itself. By focusing on local landscape, history, culture and context, learning takes on specificity and moves from the abstract to the concrete, engaging students with their surroundings. As students are actively involved in the community, the community benefits from the projects they produce. Students learn independence and interdependence simultaneously as they develop a love for the natural environment and the community itself.<sup>1</sup> The interconnectedness of place-based learning aligns directly with the interdisciplinary and environmental nature of our greenSTEAM curriculum.

With 50 percent of the town’s footprint set aside for open green space and lakes and over 50 miles of trails, as well as the city center and commerce structure, the “place” of Babcock Ranch provides a rich tableau for exploration and learning. We offer a healthy, natural environment in which students can thrive physically, mentally, and emotionally.

#### **greenSTEAM Philosophy**

STEAM is an approach to learning that uses science, technology, engineering, the arts, and mathematics as access points for guiding student learning. It requires intentional connections among and between standards, assessments, and lesson design and implementation. Implemented effectively, STEAM integrates related standards and content from two or more STEAM fields, which are taught and assessed both in and through each other. The following attributes, identified by EducationCloset, an extensive online resource for STEAM education, as required to implement what they refer to “STEAM with integrity” will be in evidence at BNS:

- Collaborative planning, including a cross-section of teachers on each team
- Adjusting scheduling to accommodate a new way of teaching and learning
- Professional development for all staff in STEAM practices and principles
- STEAM schema-mapping for the curriculum and assessment design process
- Alignment and unpacking of standards and assessments
- Seamless lesson implementation processes and strategies

The BNS commitment to creating a sustainable environment focused on clean renewable resources is the foundation of our greenSTEAM curriculum. Daily science instruction will incorporate hands-on activities, virtual labs, and inquiry learning. Mathematics will be integrated

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<sup>1</sup> “Principles of Place-Based Education,” Center for Place-Based Learning and Community Engagement, [www.promiseofplace.org/what\\_is\\_pbe/principles\\_of\\_place\\_based\\_education](http://www.promiseofplace.org/what_is_pbe/principles_of_place_based_education)

into all science instruction as well as taught as a separate subject. Technology will enhance instruction in all curriculum areas. Inquiry and problem based learning will frame instruction and foster environmental responsibility. The school community itself will model stewardship for our students as it strives to lessen its environmental footprint.

BNS students also will find joy and excitement in learning through the arts. Arts integration connects elements of curriculum across content fields and increases student learning, engagement, and motivation. Arts integration at BNS will include using the arts as a resource for other disciplines; investigating “big ideas” or “shared concepts” through the study of the arts; using the arts to interpret ideas or themes in other subjects; and understanding life-centered issues through a combination of the arts and other subjects.<sup>2</sup>

### **Project-Based Learning**

Derived from the work of John Dewey, project-based learning (PBL) provides a structure through which students can demonstrate mastery of a subject by creating and presenting a research-based project that is driven by their own interest in a topic and allows them to work within the same parameters as real researchers. Continuing along the arc of constructivist and active learning that provides the basis for skills development in our primary grades, PBL builds on a foundation of self-guided exploration and mastery as students progress through intermediate and middle grades. Students are presented with a problem, a question, or a situation that has real world impact. In self-selected groups based on the students’ interests, they are then responsible for deciding how to explore and/or research the problem; they pose hypothesis that they set about either proving or disproving; they debate with team members; they analyze data, and they formulate solutions and draw conclusions. Students then present the results of their projects to the larger community.

PBL can take several forms. A traditional project-based activity begins with the teacher assigning a topic to be investigated. A written, oral, visual or multimedia project is created by the students as a culmination of extended study on the topic. In contrast, *problem*-based learning is focused on the process of solving a problem and acquiring knowledge. It generally begins with the teacher presenting a challenge or a problem to be solved instead of a topic to study. The students investigate and solve a real-world problem. They must identify what they already know and need to learn, and then they find and apply knowledge. Finally, *inquiry*-based learning is focused on questioning, critical thinking, and problem solving. Students explore a question in-depth and ask further questions to gather knowledge. Inquiry-based learning is similar to problem-based, but in this version of project-based learning the students themselves generate the question or challenge to be addressed.

PBL is facilitated by the teacher and carefully observed to ensure that students are meeting benchmarks and not veering off course in their investigations and inquiries. As students navigate the process of planning and executing the project design, they gain confidence, organizational skills, the ability to re-calibrate mid-project, interpersonal skills, communication skills, and the excitement of discovery. They continue their development as active learners, constructing knowledge instead of simply receiving it.

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<sup>2</sup> Krug, D. H., & Cohen-Evron, N. (2000). Curriculum integration positions and practices in art education. *Studies in Art Education*, 41(3), 258-275.

## **Multi-Grade Classrooms and a Sense of Community**

At BNS, cooperation is valued over competition, underscoring the school's focus on community. Individual differences are accepted and appreciated while each student is treated and taught as an individual. Multi-grade grouping helps to create a sense of family while everyone contributes and takes responsibility for the functioning and maintenance of the classroom and the school. Respect for self, others, and the environment will be explicitly taught and modeled, fostering within BNS students a lifelong commitment to community and the social good.

BNS will implement multi-grade classrooms in the elementary years whereby students from two or three grade levels comprise a single class (e.g., K-1; 2-3; 4-5). Students in multi-grade classrooms are empowered to teach and guide each other, learn collaboratively, and work to their particular abilities and interest levels. This creates a community of students who possess beginning, developing, and proficient skills of all concepts being taught. Because of the social nature of children, they naturally want to share their insights and experiences with each other. When allowed to share work time together, students impart knowledge to each other in a way that teachers or other adults cannot. This is because the relationships, mode of teaching, and conversations are among peers. Multi-grade grouping will foster independence, responsibility, leadership, respect, cooperation, and a sense of community within our BNS students.

### **B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.**

Babcock Neighborhood School's learning environment will provide an environmentally-focused hands-on educational setting utilizing multi-grade classrooms that comprise two or three consecutive grade levels. Class size will be in accordance with ss. 1003.03 and 1002.33(16)(b)3., F.S. (i.e., maximum number of students assigned to each core curricula course will not exceed a school average of 18 for classes that include students in kindergarten through grade three and 22 for classes that include students in grades four through eight).

Located in the town of Babcock Ranch, BNS is bordered by the 73,000-acre Babcock Ranch Preserve and the 65,000-acre Cecil M. Webb Wildlife Management Area. The land has a history and character all its own, to be experienced by students in active, interdisciplinary, and meaningful ways. In addition to the nature preserves, trails, and ecosystems to be explored, the building itself is healthy and eco-friendly, meeting Florida Green Building Certified Homes and Community standards. When children learn in a healthy environment, they thrive.

Although students will have the entire community in which to explore and grow, physical classrooms lend themselves to concentrated study and extensive investigation. In order for students to freely interact with available materials and choose their own tasks, the classroom must be well organized and kept tidy, a chore that the students manage themselves. In the primary grades, centers support and reinforce learning, including mathematics, language arts, practical skills, social studies, art, music, and science. Students naturally progress through each center, engaging in activities specifically designed to bolster their emerging skills.

A student-centered classroom is more active than a traditional classroom. The teacher presents a lesson (small group or whole class) and shows the students how to complete tasks related to the lesson, which they do in their own time, working independently or in self-selected small groups. The classroom contains a great deal of activity, but that does not mean it lacks order. The teacher

redirects students who have strayed from daily work or are engaging in disruptive activity. The classroom itself remains organized and tidy through the students' own efforts.

As students transition into project-based learning, the classroom environment continues to lean on a small-group orientation for students, with the teacher acting as a facilitator as well as an instructor. The project-based classroom is highly interdisciplinary by nature, each subject playing a role in the larger questions that students address in their research and reporting. Students work together on all aspects of projects, from planning to research and data collection to reporting on findings. This work drives social development and interpersonal problem solving, as well as communication and leadership skills.

Because work is communal in nature, the classroom design is similar to the primary classrooms, with flexible groupings that are easily accessible for student use. PBL is active and constructivist, so students must be able to move about freely to meet their own intellectual inquiry needs and to access tools available to them to continue to build their skill sets and their knowledge.

### **C. Describe the research base used to design the educational program.**

Babcock Neighborhood School's educational program is based on Cognitivist learning theories such as those advanced by Jean Piaget, Lev Vygotsky, and Jerome Bruner. These theories postulate that children generate knowledge and meaning through sequential development of cognitive abilities, such as the mental processes to recognize, recall, analyze, reflect, apply, create, understand, and evaluate. This view is defined by the concept of scaffolding in early learning and sequential development of mental processes.

Piaget classified children's cognitive development into stages and believed there is a strong correlation between cognitive and physical development. Vygotsky described the development of thought in children as sequential and heavily dependent on language development. A significant aspect of Vygotsky's work involved demonstrating why abstract concepts must be linked to prior knowledge gained sequentially. He proposed the concept of the zone of proximal development, illustrating the difference between what a learner can do without help and what he or she can do with help from an adult or a more competent peer. Bruner believed that the goal of education is intellectual development. He delineated a four-part cognitivist learning theory that includes: 1) curiosity and uncertainty, 2) structure of knowledge, 3) sequencing, and 4) motivation.

Student-centered, inquiry-based education has a long history of empowering students of all backgrounds and learning abilities to construct and apply knowledge to both intellectual and social problems. In the primary grades, the highly-organized, student-centered classroom leads students to exploration through strategically planned and presented instruction. Concepts are taught through hands-on, concrete materials. Students learn through the repeated completion of a task until mastery—and sometimes many times beyond. Each exploration builds knowledge, confidence and independence.

### **Research Base and Support for greenSTEAM**

The importance of providing a strong foundation to prepare today's students for the 21<sup>st</sup> century global economy cannot be underestimated. We believe that BNS's unique greenSTEAM focus creates the type of educational program envisioned by Dr. Alan Brinkley, Nevins Professor and

former provost at Columbia University, in his article “Half a mind is a terrible thing to waste: The idea that we must choose between science and humanities is false.”<sup>3</sup> While strongly supporting a focus on science, technology, engineering, and mathematics, he eloquently points out the importance of the arts:

*Science and technology aspire to clean, clear answers to problems (as elusive as those answers might be). The humanities address ambiguity, doubt and skepticism – essential underpinnings in a complex and diverse and turbulent world.*

## **STEM**

In a 2013 report of employment projections for the period from 2012 through 2022, the U.S. Bureau of Labor Statistics projected a 10.8 percent increase in total employment. Growth among STEM fields, however, was significantly higher: 18 percent for computer and mathematical occupations; 22 percent for healthcare practitioners and technical occupations; 28 percent for healthcare support occupations; and 30 percent or more for environmental engineers and environmental engineering technicians.<sup>4</sup>

In 2011, the National Science Foundation and the National Research Council collaborated to convene the Committee of Highly Successful School or Programs for K-12 STEM Education. The Committee identified three overarching goals for STEM education in the U.S.:

1. Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.
2. Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce.
3. Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

The Committee noted that, in addition to increasing the number of students with advanced degrees in STEM fields, it is equally important to increase the number of people prepared for STEM-related careers (e.g., K-12 STEM teachers; workers in yet-to-be-developed green energy fields). The current demand for STEM-capable workers surpasses the supply of qualified applicants. Given these unmet needs for a STEM-capable workforce, the nation’s economic future depends on preparing more K-12 students to enter these fields.

## ***Creative and Performing Arts***

There is a significant body of research supporting the importance of arts education. One such study involved Michigan State University Honors College graduates who majored in science, technology, engineering or mathematics. Researchers found that those who own businesses or patents had received up to eight times more exposure to the arts as children than the general public. Ninety- three percent of STEM graduates reported musical training at some point in their lives, compared to only 34 percent of adults in general. The STEM graduates also reported higher-than-average involvement in visual arts, acting, dance and creative writing. They reported using artistic skills such as analogies, playing, intuition and imagination to solve complex

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<sup>3</sup> Brinkley, Alan. Half a Mind is a Terrible Thing to Waste. Newsweek. November 23, 2009.

<sup>4</sup> Monthly Labor Review. Occupational Employment Projections to 2022. December 2013. <http://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm>

problems. The research team posited that artistic activities “foster out-of-the-box thinking,”<sup>5</sup> which is exactly what is needed to develop cutting edge thinkers in the field of environmental sustainability.

### **Research Base and Support for Project-Based Learning**

Project-based learning is an alternative to textbook-driven instruction that has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Studies comparing learning outcomes for students taught via PBL versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.<sup>6,7</sup>

Compared to traditional instructional methods, students engaged in small-group learning achieve better, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments.<sup>8</sup> Collaborative learning promotes time on task as well as friendships across diverse groups, such as race, ethnicity, gender, or school cliques.<sup>9</sup> Collaborative learning benefits students across grade levels, academic subjects, gender, ethnicity, and achievement levels.<sup>10</sup>

In a review of literature on the effectiveness of PBL in prekindergarten through grade 12 classrooms, several significant findings were identified.<sup>11</sup> Project-based learning was perceived positively by participants, and described as fostering greater engagement with the subject matter. Students reported enjoying the active, hands-on approach to content, as well as improved perceptions of the subject matter. In studies of the effects of PBL on categories of learners or learner characteristics associated with school failure in traditional classroom situations, teachers reported that the real-world focus of the projects allowed students who did not generally shine in academic discussions to share their knowledge about subject-matter that was familiar and accessible. Teachers also reported a reduced need for disciplinary actions during project-based study, citing increased student engagement as the chief reason.

In a study targeting middle school students and science education, researchers from the University of Michigan, the University of Arizona, and Detroit Public Schools studied 5,000

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<sup>5</sup> LaMore, R., Root-Bernstein, R. et.al. (2013). Arts and Crafts: Critical to Economic Innovation. *Economic Development Quarterly*, 27(3), 221-229.

<sup>6</sup> Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *The Interdisciplinary Journal of Problem-Based Learning*, 3(1).

<sup>7</sup> Walker, A. & Leary, H. (2009). A problem-based learning meta-analysis: Differences across problem types, implementation types, disciplines, and assessment levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1).

<sup>8</sup> Johnson, D. W., Johnson, R. T., & Stanne, M. E. (2000). *Cooperative learning methods: A meta-analysis* (PDF). Minneapolis, MN: University of Minnesota Press.

<sup>9</sup> Johnson, D.W., & Johnson, R. T., 2009. An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365- 379.

<sup>10</sup> Slavin, R. (1996). Research on cooperative learning: What we know, and what we need to know (Abstract). *Contemporary Educational Psychology* 21, 43-69.

<sup>11</sup> Holm, M. (2011). Project-Based Instruction: A review of the literature on effectiveness in prekindergarten through 12<sup>th</sup> grade classrooms. *Rivier Academic Journal*, (7)2.

students in grades seven and eight.<sup>12</sup> Half the students received traditional science instruction and half were taught using a PBL-based science curriculum. The students in the PBL group engaged in long-term collaborative investigations on topics such as “What Is the Quality of Air in My Community?”; “What Is the Water Like in My River?”; and “Why Do I Need to Wear a Helmet When I Ride My Bike?” The PBL students scored higher on the state assessment, and the gains lasted more than one year. The authors concluded that when the curriculum is highly specified, developed, and aligned with professional development and administrative support, inquiry-based curriculum can lead to standardized achievement test gains. Babcock Neighborhood School is committed to providing the necessary level of support to our teachers to ensure they have the knowledge, skills, and resources to provide authentic learning opportunities through PBL.

**D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)**

See Attachment B for sample daily schedule; annual school calendar; and annual number of days and hours of instructional time.

**E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S**

Babcock Neighborhood School’s hands-on greenSTEAM curriculum promotes active and engaged learning, fully embracing the potential of all students to learn and thrive. That said, we understand that we will be serving students of all ability levels. Through the school’s multi-tiered system of supports (MTSS – see section 5 for detailed description), students in need of remediation or not making adequate progress towards mastery of the Florida Standards and/or students with special learning needs (e.g. English language learners (ELLs) and students with disabilities), will have access to supplemental and intensive interventions designed to remediate deficit skills identified through the problem solving process. The administrative team at BNS will closely oversee the implementation of individual educational plans (IEPs) and Section 504 plans for students with disabilities, EPs for gifted students, and ELL plans in accordance with district and state requirements.

We believe that knowledge is interrelated and that individuals learn best by doing. For this reason, the place-based education provided at BNS utilizes inquiry and project-based learning for cross-disciplinary and in-depth learning opportunities. The interrelatedness of subjects, like the interrelatedness of the environment, will be highlighted, helping students retain, transfer, and generalize knowledge.

The instructional materials for each subject are selected with careful consideration both for their alignment with the relevant standards and for their suitability in meeting the needs of the widest range of student abilities. Specific supports that will be available at BNS include but are not limited to the following:

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<sup>12</sup> Geier, R., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.



- Formal and informal assessments conducted throughout the year will be used in conjunction with the annual state- and district-wide assessments (listed in Section 5, Item G) to ensure students are making adequate progress toward the standards. Students who are struggling and/or below-level will be identified so that any problems can be effectively remediated.
- Quality instructional materials that align with Florida Standards for English/Language Arts and Mathematics and the Next Generation Sunshine State Standards (NGSSS) for all other subject areas will be coupled with teacher development that focuses on implementing student-centered instruction to ensure progress toward meeting standards and developing each student's natural curiosity and independence.
- A fully functioning multi-tiered system of supports (MTSS) leadership team and student-specific problem-solving/response to intervention (PS/RtI) teams will be implemented, using FLDOE's Guiding Tools for Instructional Problem Solving (GTIPS) as an operating guide. The teams will conduct ongoing evaluation of core and supplemental curriculum and interventions as well as implement the PS/RtI process for individual students who are experiencing academic or behavioral challenges.
- An online student information system will be made available to enable the school's administration, teachers, students, and parents to share and access information quickly and efficiently. Functionality such as parent access to students' grades and regular posting of homework assignments will foster communication and family involvement and support. At this time, we anticipate utilizing the same EDIS data system as CCPS. We also will discuss with the district the potential value of utilizing the Focus student information system currently in place in CCPS. As stated elsewhere in this application, and to the extent appropriate for the school's unique program, for continuity's sake we intend to utilize the same materials and resources as the district and to enter into piggyback contractual agreements whenever possible.

## Section 4: Curriculum and Instructional Design

- A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.**

### Core Academic Curriculum

Through the school’s greenSTEAM focus, BNS will offer students access to key subject area knowledge through an interdisciplinary approach to learning. Our curriculum will include core academic subjects as well as enrichment areas that enhance the students’ educational experience and engage them in problem-solving, creativity, environmental leadership and compassion.

Taken together, the school’s educational program design, Florida’s academic standards (i.e., the LAFS, MAFS, and the NGSSS for all other areas), the specific content to be covered in the courses we will offer, and the particular instructional materials we have selected or are considering comprise the curriculum to be implemented at the school. To focus attention on the critical ideas and information essential to each content area and course, curriculum maps will be developed by the school’s administration and teachers.

Curriculum mapping is an extremely useful tool for creating a “big picture” for curriculum decision making, as the maps allow teachers to document the relationships between every component of the curriculum, including content and standards, instructional materials, and assessments. They foster team cohesiveness and buy-in from all stakeholders within the school, and provide guidance to teachers in their content area along with the flexibility to address each individual learner’s needs. The benefits of curriculum maps include:

- Organizing instruction into a clear timeline
- Identifying opportunities for integration across curriculum areas
- Identifying gaps and redundancies in instruction
- Matching instruction to assessment
- Communicating instructional plans to administrators, teachers, parents, and students

It is our expectation that final decisions regarding the specific instructional materials to be used by the school will be made once the principal is hired. However, as described throughout this application, to the extent appropriate given our educational program we intend to adopt instructional materials, assessments, and other resources currently in use within district unless another product is better matched to BNS’s greenSTEAM project-based model. The specific content that will be taught will reflect the greenSTEAM focus of the school, including physical and emotional health and wellness, environmental sustainability, technological innovation, and arts integration. For this reason, we will utilize the CCPS curriculum pacing guides as a foundation for developing the BNS curriculum maps to ensure standards are addressed in a logical, coherent, and sufficiently comprehensive manner.

## ***English Language Arts***

BNS's commitment to offering students a world class education begins with academic excellence in reading, writing, oral communications, and the interpretation of literature. The language arts program will reflect critical and creative thinking and inspire active engagement in reading, writing, speaking, listening and viewing. Moreover, BNS will emphasize the interdisciplinary nature of language arts skills such as listening, speaking, reading and writing across all curriculum areas and grade levels.

The LAFS will drive instruction in all content areas. Our teachers will utilize benchmarks for language arts instruction/coursework to prepare students for mastery of the standards. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in middle school, high school, and beyond.

As a school that strives to promote an interdisciplinary approach to learning, reading and language arts are the frontline for integrating all other subjects. As students engage in inquiry-driven, project-based learning, their use of language and literacy guides the discovery of new ideas and aids them in articulating their findings. In order to effectively carry out the planning and execution of a project, students must be able to read, comprehend and analyze text, to verbally pose thoughtful questions to peers and interview subjects, to record and decipher their findings, and to communicate the result of their inquiry to the larger community through written or spoken word.

### **ELA – Reading**

BNS will implement the CCPS Comprehensive Research Based Reading Plan (CRRP), providing our teachers with a systematic framework for literacy instruction. The BNS reading curriculum is described in detail in Attachment D.

### **ELA – Writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. While some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to any type of writing, others are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. As students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources.

To meet these goals, teachers will be expected to provide students significant opportunities and time to write, producing numerous pieces over short and extended time frames throughout the year. All students will be required to write on a daily basis across the curriculum (i.e. informative, persuasive and creative writing). Each class will be responsible for an ongoing writing project that is appropriate to each grade level beginning in kindergarten. Writing strategies such as prewriting, drafting, revising, editing for language conventions, and publishing will help develop effective writers and enhance student performance on district and State writing

assessments. The use of technology in the writing process will further enhance the program, as students publish their works.

The writing process will be taught using the 6+1 Traits of Writing. The original Six Traits model identified the key characteristics of quality writing: ideas; organization; voice; word choice; sentence fluency; and conventions. 6+1 enhances the model with the addition of one more trait: presentation. 6+1 provides a systematic approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps both teachers and students break down the task and understand it better. By focusing on only one trait at a time and giving teachers and students a common vocabulary for talking and thinking about writing, this complex activity is made much more manageable. Students learn to be constructively critical of their own work and to improve the quality of their writing.

We will implement a Writer's Workshop approach based on the work of Lucy Calkins and the Teachers College Reading and Writing Project. As in a professional writer's workshop, each student in the class is a working author. The role of the teacher is that of a writing professional and peer coach who guides the authors (i.e., students) as they explore their craft. The workshop itself comprises four essential stages:

- Mini-lesson\* (5-10 minutes) – Short, teacher-led discussion or lesson used to deliver explicit instruction focused on a single aspect of writing
- Status of the class\* (2-5 minutes) – Quick check of what each student is working on
- Writing time (20+ minutes) – Students write; teacher writes and/or conferences with individual or small groups of students
- Sharing (5+ minutes) – Writers (students and teacher) read what they have written and seek feedback from their audience

\* Mini-lessons and status of the class need not be implemented daily; mini-lessons may only be needed twice per week while status of the class may only be needed once.

Combining 6+1 with Writer's Workshop will help our teachers deal with one of the most common challenges of student-focused learning by giving the workshop focus and direction over time. While the workshop model provides freedom and flexibility for students to explore, using 6+1 as the foundation for writing instruction and assessment gives both students and teachers a comfortable structure in which to work.

As indicated above, we anticipate utilizing the same instructional materials as the district unless another product is found to align better with BNS's educational program. Based on our initial reviews, we believe that a combination of trade literature and authentic texts and the Houghton Mifflin Harcourt Florida Collections materials currently used by CCPS for language arts in grades six through eight will provide a solid foundation. The program provides a blended digital and print approach and the balance of fiction, nonfiction, and informational texts aligns with the expectations of the LAFS. Scaffolded supports embedded within the materials include:

- Close Read Screencasts for each anchor text provide visual and auditory models of close reading conversations about text.
- Stream to Start™ Videos introduce each collection, capture interest, and clarify elements related to the theme.
- Text in Focus Videos, beneficial for developing readers and English learners, enhance understanding of anchor texts by using graphic elements to explain figurative language, sentence structure, and main ideas.

- Xplor eMagazine, for developing readers and English learners, offers personalized learning and leveled, high-interest texts tied to each Collection’s topic.
- Level-up Tutorials offer diagnoses and remediation on key skills for reading literature and informational text.
- Language Workshop for English Language Development provides instruction and opportunity for students to master collaboration, interaction, and language production as they develop English language skills.

### ***Mathematics***

The Standards for Mathematical Practice<sup>13</sup> describe varieties of expertise that schools should seek to develop. Students should be able to:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Research in mathematics education has consistently found that understanding and skills are best developed when students are allowed to wrestle with new ideas, create and defend solutions to problems, and participate in a mathematical community of learners.<sup>14</sup> Mathematics instruction at BNS will integrate basic skills development with problem solving. We believe students develop computational fluency through extensive opportunities to practice basic skills, and that investigating new ideas and solving meaningful problems is the best mechanism for providing those opportunities.

The BNS place-based education model gives students the opportunity to discover real-world application for mathematics within the community and in our ecological surroundings. This aligns directly with the findings of the National Council of Teachers of Mathematics which state that, in order for students to receive a high quality mathematics education, they must understand the need for mathematics in everyday life.

Taken together, the Mathematics Florida Standards and the Standards for Mathematical Practice form the foundation of the mathematics program at BNS.

### ***Mathematics - Kindergarten through Grade Five***

In a highly-organized, student-focused environment, mathematics is active and inquiry based. The youngest students learn by manipulating concrete materials and internalizing understanding which later translates to abstract mathematic concepts. Easily accessible, tactile materials allow students to practice concepts like sorting, counting, addition, subtraction, multiplication and

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<sup>13</sup> <http://www.corestandards.org/Math/Practice/>

<sup>14</sup> Van de Walle, J.A. (2012). *Elementary and middle school mathematics field experience guide: Teaching developmentally*. Allyn & Bacon.

division in a way that is recursive and natural to the child's mode of play. In this way, students learn at their own pace with materials that intrigue them (various materials may address similar concepts). They have freedom to learn in the way that best suits them in the often rigid world of mathematics. Ultimately, young students allowed to learn at their own pace with self-correcting materials learn independence, self-confidence and problem-solving.

As students progress through mathematics literacy and skill building, they are able to make the shift from concrete problems and manipulatives to abstract concepts like long division and multiplication, squaring and cubing. PBL makes the shift easier and more relatable by tying more abstract concepts to real world problems instead of presenting them in isolation. Mathematics becomes interdisciplinary, useful and engaging, spurring further inquiry and skill building.

BNS is committed to using an inquiry-based, action-oriented curriculum for mathematics. CCPS currently utilizes Pearson Education's *enVisionMATH* for kindergarten through grade five, with supplemental support through iReady Math, CPALMS, and strategies/tools such as thinking maps. The Institute of Education Sciences What Works Clearinghouse describes the program as designed "to help students develop an understanding of mathematics concepts through problem-based instruction, small-group interaction, and visual learning, with a focus on reasoning and modeling." While the final decision regarding instructional materials will be made once the principal is hired, with differentiated instruction and ongoing assessment embedded within the program and easily customizable lessons designed around daily review, small-group, problem-based activities, and guided and independent, paired, or small-group practice activities, we believe *enVisionMATH* would provide a solid foundation for our elementary math program.

### **Mathematics – Grades Six through Eight**

In the middle grades we will continue to build on the concrete to abstract trajectory of the lower grades and graduate to increasingly complex theories and concepts. Middle grades math courses provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. In addition to grade level mathematics courses, BNS students may enroll in selected high school courses for the purposes of pursuing a more rigorous program of study in Algebra I and, as demand warrants, Geometry I.

The following practices will be in evidence in our math classes:

- Teaching and learning for conceptual understanding and fluency
- Teachers probing for justifications by using higher level questioning strategies and probe for justification, always asking "Why?"
- Discussion of varied problem-solving approaches
- Establishing context by drawing connections between problem situations and expressions/equations
- Students defending their actions and answers both verbally and in writing
- Students working collaboratively (in partners and groups)
- Teachers using models during demonstrations
- Encouraging students to model math ideas with manipulatives, pictures, graphs, and technology
- Emphasis on students making decisions about which tools to use
- Accurate calculations
- Precise mathematical communication and attention to math vocabulary

- Questioning to prompt students to observe for patterns or relationships
- Investigations that allow students to gather data, look for patterns, and interpret results

These best practices contribute to the mission and vision of BNS by fostering creativity, interactivity (with the classroom materials and each other), and problem-solving skills while prompting inquiry, independence and critical-thinking. As part of BNS’s interdisciplinary, project-based structure, science, mathematics, and other core curriculum teachers will collaboratively plan and facilitate projects that further enhance student understanding of subject area content and highlight real world application.

In addition to the programs currently being used in CCPS middle schools, we are considering *Big Ideas Math Course (1, 2, Pre-Algebra, and Algebra): A Florida Standards Curriculum*, developed and published by Big Ideas Learning. Each section of the Big Ideas Math program begins with an activity that encourages conceptual understanding of “essential questions.” This is followed by direct instruction designed to support students in developing procedural fluency in mathematics and practice using clear, precise mathematical language. Real-life applications are utilized throughout the program. These applications are opportunities for students to connect classroom lessons to realistic scenarios, and assist teachers with turning mathematical learning into an engaging and meaningful way to see and explore the real world.

### ***Science***

Babcock Neighborhood School will be located in a community situated on over 17,000 acres, 50 percent of which is dedicated to greenways, parks, and lakes. The Babcock Ranch community and the school itself is powered by a 75 mega-watt solar facility. At BNS, science and ecology is in our DNA. As a place-based learning environment offering a greenSTEAM curriculum, we intend to take full advantage of the extensive natural classroom right outside our doors giving science lessons context and real-world application even for the youngest learners.

Supporting our greenSTEAM focus, BNS strives to foster characteristics of scientific literacy described by the National Research Council’s Framework for K–12 Science Education and the American Association for the Advancement of Science’s Benchmarks for Scientific Literacy:

- Familiarity with the natural world, its diversity, and its interdependence
- Understanding the disciplinary core ideas and the cross-cutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; flows, cycles, and conservation; structure and function; and stability and change
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations
- Ability to reason scientifically
- Using scientific knowledge and scientific and engineering practices for personal and social purposes

The NGSSS for Science (and the LAFS for Literacy in Science and Technical Subjects in middle school grades) will form the foundation for the development of science units of study. Historically, Florida’s science standards were grouped into four Bodies of Knowledge, each of which incorporated four or more Big Ideas that provide a framework for the development of essential science concepts and include content-specific benchmarks to guide instruction. At the

time of this writing, a fifth Body of Knowledge is in process of being adopted. By the time BNS opens, the NGSSS for Science will comprise the following Bodies of Knowledge and associated Big Ideas:

- Nature of Science
  - ✓ The Practice of Science
  - ✓ The Characteristics of Scientific Knowledge
  - ✓ The Role of Theories, Laws, Hypotheses, and Models
- Earth and Space Science
  - ✓ Science and Society (reserved for upper grades)
  - ✓ Earth in Space and Time
  - ✓ Earth Structures
  - ✓ Earth Systems and Patterns
- Physical Science
  - ✓ Properties of Matter
  - ✓ Changes in Matter
  - ✓ Forms of Energy (for upper grades - “Energy”)
  - ✓ Energy Transfer and Transformations
  - ✓ Motion of Objects
  - ✓ Forces and Changes in Motion
- Life Science
  - ✓ Organization and Development of Living Organisms
  - ✓ Diversity and Evolution of Living Organisms
  - ✓ Heredity and Reproduction
  - ✓ Interdependence
  - ✓ Matter and Energy Transformations (reserved for upper grades)
- Computer Science
  - ✓ Personal, Community, Global, and Ethical Impact
  - ✓ Communication and Collaboration
  - ✓ Communication Systems and Computing
  - ✓ Computer Practices and Programming

Because BNS strives to prepare students to become lifelong learners, leaders and problem solvers, we believe in establishing a community of scientific inquiry in the classroom. PBL, where students collaborate in planning, action, and information processing to construct knowledge, gives students opportunities to develop deep understanding and rich, thoughtful interactions with other points of view. Science labs are conducted in small groups, with each member contributing to management, data collection, data analysis, and reporting of results. Individual students' observations and ideas are always incorporated into group decisions. This type of small group, hands-on learning is particularly valuable for students with learning differences, such as students with disabilities and English language learners, as it expands and enriches opportunities for practice and developing conceptual understanding.

Cross-disciplinary connections, such as the impact of scientific discoveries on social and environmental policies, will be strategically incorporated into lessons and projects whenever applicable. Instruction will also teach the need for safety, and appropriate safety measures, protocols, precautions, and procedures for the Science classroom and “experiment-rich” environments. The procedures that ought to be taken when conducting experiments (use of



goggles, handling chemicals, etc.) and safety protocols will be adhered to and taught to students. All labs will be conducted in a safe environment (e.g. with access to eyewash and use of goggles for teachers and students, as appropriate) and safe storage guidelines will be taught and adhered to; appropriate disposal of chemicals will be taught and done by approved contractors.

### **Science – Kindergarten through Grade Five**

BNS encourages exploration as a tool to expand understanding of the natural world. Our students have a unique opportunity to touch, observe, and learn *in* the natural world instead of just learning *about* it. Young students will learn about the scientific process by carrying out simple experiments and will learn scientific theories and concepts through texts that encourage an active, hands-on approach to science. The extensive natural environment that envelops our campus provides ample opportunity to teach students about stewardship and our interdependence on the natural environment. As a green school, we strive to teach students to assume personal responsibility for their interaction with the environment, encouraging them to lessen their impact on the natural world through sustainability and conservation measures. For the youngest students, that may translate into simple tasks like collecting litter, recycling or reusing materials.

Scientific inquiry provides a solid launching point for project-based learning. As upper-elementary students develop strong critical thinking and problem-solving skills, BNS encourages them to ask complex questions about the natural environment and to set about finding answers. Student-focused, inquiry-based science projects are interdisciplinary, based on hands-on research and experimentation and involve discovery and reporting of findings. Because projects are collaborative in nature, students learn the interpersonal and communication skills that come with debating about and negotiating a hypothesis, deciding how to run the experiment and assigning tasks, and deciphering the best way to relay the findings to the larger community.

We are currently considering *HMH Florida Science Fusion*, which includes a technology and engineering section in kindergarten and a spiraled curriculum on technology and coding in grades one through eight that supports the addition of Computer Science to the Science Bodies of Knowledge. This curriculum meets the needs of our “greenSTEAM” model by achieving the following goals:

- Providing a digital component and multi-media content to complement the text
- Engaging students through hands-on, inquiry-based lessons and real-world challenges
- Incorporating a multidisciplinary approach by incorporating math and writing in each science lesson and engaging students in active reading (how to analyze and interact with content)

### **Science – Grades Six through Eight**

With access to an extensive network of trails, parks and lakes, as well the 73,000 acre Babcock Ranch Preserve, BNS makes place-based science come alive for middle grades students. Our active, inquiry based approach embraces hands-on lab and field activities that incorporate local ecological systems. As students progress from elementary to middle grades, their experiences with PBL become more sophisticated as they incorporate principles learned in mathematics and language arts to create a plan for scientific inquiry and to compute and report scientific findings.

Science investigations evolve from questions and issues that resonate with students, such as current events or environmental problems. In addition to advancing their knowledge of science, PBL allows students to hone their interpersonal and written communication skills as well as their

negotiation and debating skills. Students use small- and whole-group discussions to engage in peer review, posing alternative scientific explanations and discussing sources of experimental error. They use labeled drawings, writings, and concept mapping to develop and support scientific explanations. These activities become the baseline for instruction as teachers help students construct explanations aligned with scientific knowledge. Teachers assist students in evaluating their own explanations, as well as explanations offered by scientists.

Students in the middle grades at BNS will begin to understand the implications new scientific ideas and the importance of scientific responsibility. Through active engagement, they will understand the role of scientists in society as they address matters of public concern and appreciate the role of technology in solving scientific problems.

As a greenSTEAM school, BNS emphasizes the importance of science in all aspects of life and all areas of study. Teachers and guest speakers, including community members and our strategic partners, promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. Instruction will focus on critical thinking skills and require students to make comparisons, draw analogies, apply knowledge to the given data, and apply scientific analysis. Students will be asked to take positions on issues, support their conclusions and look at issues from multiple perspectives.

In addition to the Big Ideas, science instruction in middle grades will include the required topics of human growth and development; substance abuse education; sexually transmitted diseases; and teen dating violence and abuse prevention. Middle grades science courses will be drawn from those approved by FDLOE, and will include Biology 1 taken for high school credit.

Babcock Neighborhood School is committed to choosing middle grades science materials that stay true to the characteristics of scientific literacy and incorporates the Florida's rigorous standards. We are currently considering *Holt McDougal Florida Science Fusion* or *Herff Jones It's About Time, Florida Project-Based Inquiry Science*, both of which are included in FLDOE's list of adopted instructional materials. *Science Fusion* would continue with the approach being considered for the elementary grades, while *It's About Time* is specifically designed for PBL. To spark curiosity and encourage students to make connections across disciplines and content areas, BNS's science classes will be bolstered by the infusion of a variety of literary texts, source documents, and other authentic texts, as applicable. This supports critical-thinking and problem solving necessary to thrive in a project-based learning environment.

### ***Social Studies***

Social studies teaches students about the world around them. It begins to answer the who, what, where, when, how and why questions that appear in early childhood and, if nurtured, turn into a love of inquiry and learning. Early learners encounter their first hands-on lessons in social studies when they learn how the classroom operates and what their role in the learning process is. As they begin to take an active role in their learning, making choices about which tasks to engage in and discovering how to master those tasks, they gain a sense of purpose and independence. The interpersonal relationships fostered in a student-centered classroom that allows for collaborative work teaches students about being part of a larger community.

Through inquiry and scaffolding, students quickly discover that social studies cannot be compartmentalized into a time-limited instructional period; social studies lessons provide context for the stories students discover in literature and the principles they uncover in science and math.

As students in upper elementary engage with the more complex problems or questions that are the basis for project-based learning, they begin to see learning as interdisciplinary and understand the real-world application for the principles they learn in the classroom. In a place-based curriculum, students not only position themselves within the classroom community but they begin to understand their position in relation to the external environment, first in nature and in the Babcock Ranch community and then in Florida, the United States and, finally, globally.

The NGSSS for Social Studies and the LAFS for Literacy in History/Social Studies will form the foundation for the development of social studies units of study. The six social studies domains covered in elementary and middle grades, by year, are provided in the following table.

**Social Studies Standards by Domain – Kindergarten through Grade 8**

| Grade(s) | American History | Civics and Government | Economics | Geography | Financial Literacy | World History | LAFS History/Social Studies |
|----------|------------------|-----------------------|-----------|-----------|--------------------|---------------|-----------------------------|
| K        | ✓                | ✓                     | ✓         | ✓         |                    |               |                             |
| 1-3      | ✓                | ✓                     | ✓         | ✓         |                    |               |                             |
| 4-5      | ✓                | ✓                     | ✓         | ✓         |                    | ✓             |                             |
| 6-7      |                  | ✓                     | ✓         | ✓         | ✓                  |               | ✓                           |
| 8        | ✓                | ✓                     | ✓         | ✓         | ✓                  | ✓             | ✓                           |

**SS – Kindergarten through Grade Five**

BNS is committed to offering an interdisciplinary, active, inquiry-based social studies curriculum that engages students and allows them to interact with their newly acquired knowledge. At this time, we are considering the McGraw-Hill *Florida Social Studies* material currently in use throughout the district, but understand that FLDOE is now reviewing bids for new social studies adoptions to be in effect when BNS opens. We will be seeking a program that meets the needs of our “greenSTEAM” model by achieving the following goals:

- Engages students in discussion
- Uses a multimedia approach to spark student interest
- Blends literacy instruction and social studies content
- Offers a digital component to integrate technology into academics
- Provides hands-on activities so students can learn by doing
- Takes an interdisciplinary approach which allows students to discuss, write and apply what they are learning
- Supports the use of primary source documents as instructional materials

**SS – Grades Six through Eight**

In our quest to prepare students to become independent, creative and compassionate lifelong learners, leaders and problem solvers, the influence of social studies on the greenSTEAM curriculum cannot be underestimated. Social Studies classes teach students to understand, evaluate and question their place in the community, the country and, ultimately, the global landscape. To understand the impact humans have on our natural environment, students must understand the social and political environment as well as history, geography, economics, and civics.

The social studies curriculum will aid students in forming a strong sense of community, will provide the knowledge and skills needed to understand current political and social issues, and

will prepare students to participate intelligently in public affairs. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Cross disciplinary connections will be strategically incorporated into lessons and projects.

Middle grades social studies courses will be drawn from the FLDOE-approved list of courses, and include World History in grade six, the required Civics course in grade seven, and United States History in grade eight. Social studies instruction in the middle grades will be heavily supported through the use of primary source documents and authentic texts reflective of the time or circumstance being studied. We will utilize many of the same instructional materials as the district, such as the Stanford History Education Group's *Reading Like a Historian* and *Beyond the Bubble* websites for U.S. History.

### **Instructional Strategies**

Babcock Neighborhood School has chosen both curriculum and delivery methods that will meet or exceed the FS/NGSSS in all core academic areas. In addition to being aligned to the LAFS, MAFS, and the NGSSS for all other subjects, our curricular choices support a student-led, interdisciplinary, inquiry-based learning environment. The curriculum is developmentally appropriate and, coupled with carefully selected instructional materials and strategies, it provides a greenSTEAM educational program that meets the academic, social/emotional, and physical needs of all students.

Teachers and administrators serve as educational guides and facilitators as they strive to build meaningful, productive relationships with every student they serve. Learning is collaborative, modeling respect for each individual's ideas and building interpersonal communications skills. The following instructional strategies used in our place-based, "greenSTEAM" learning environment accommodate a wide variety of learning styles and needs:

- Student-centered – Each student is a unique learner with a specific learning style and learning needs. At BNS, we understand that students need to move through curriculum and standards at a pace that makes sense for their learning needs and leads them through small successes to mastery. We want students to engage with material that inspires them to learn, builds their confidence and helps them understand the subject area content most effectively.
- Inquiry-based – As students work as active learners, they become invested in their own learning process. They follow their natural curiosity, exploring connections and probing the curriculum and instructional materials for further knowledge independent of or facilitated by the teacher.
- Interdisciplinary – Content and application help students learn more effectively. At BNS, we believe active learning, applying concepts across disciplines to engage in inquiry and investigation, helps students develop critical thinking skills and make cross-disciplinary connections that have deeper meaning and are more easily retained.
- Cooperative – Teachers will guide small heterogeneous groups to increase communication and team-building skills. While we believe children are naturally inquisitive problem solvers, we also understand that the skills needed for effective collaboration and group work must be explicitly taught and modeled.

- Holistic – BNS operates under the assumption that healthy, emotionally-grounded children make better learners, leaders and problem solvers. We offer a healthy environment; our building is Florida Green Building Coalition certified and our classroom design promotes activity and movement. Our curriculum encourages outdoor play and physical activity. We also believe in fostering the community bonds through small group work in the classroom, collaborative projects, and time spent interacting with the Babcock Ranch community and our strategic partners.

## **Differentiation**

Almost by definition, PBL is designed to meet the instructional and developmental needs of the widest range of students. Hands-on projects can provide students who may sometimes feel "left out" with the chance to show their strengths and feel included in the classroom. Projects are effective for ELLs because reading and writing is purposeful and connected to personally meaningful experiences. ELL students also benefit from the peer interaction that a project involves. For students with disabilities, teachers can use the same support strategies during a project as they would use in other instructional situations. Since a project involves working in small groups, it gives teachers more time and opportunities to meet individual student needs.

In addition to lesson-specific techniques such as graphic organizers and mnemonics, overarching approaches for ensuring our students' learning is maximized include differentiation; scaffolding; and multi-sensory instruction. Given the multi-grade groupings of our elementary grades, effective implementation of these kinds of strategies is especially important. Tiered instruction techniques will provide for the adjustment of a lesson or project in one or more of the following aspects to maximize participation and learning for individual students:

- Level of complexity
- Amount of structure
- Materials provided
- Time allowed
- Level of independence
- Pacing
- Number of steps required for completion
- Form of expression/demonstration of mastery

BNS teachers will be provided explicit professional development and technical assistance on ways to differentiate instruction, and implementation will be assessed during principal walk-throughs and formal and informal observations. Examples of differentiation that will be in evidence at BNS include<sup>15</sup>:

- Content – Some students may be completely unfamiliar with the concepts in a lesson, some students may have partial mastery, and some students may already be familiar with the content before the lesson begins. Differentiating content is based on Bloom's Taxonomy and moves from lower to higher levels: remembering, understanding, applying, analyzing, evaluating, and creating. Examples include:
  - ✓ Match vocabulary words to definitions

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<sup>15</sup> Adapted from Concordia University <http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>

- ✓ Read a passage of text and answer related questions
  - ✓ Think of a situation that happened to a character in the story and a different outcome
  - ✓ Differentiate fact from opinion in the story
  - ✓ Identify an author's position and provide evidence to support this viewpoint
  - ✓ Create a PowerPoint presentation summarizing the lesson
- Process – Students have preferred learning styles, and successful differentiation takes this into account: visual, auditory, kinesthetic, through words. Examples include:
    - ✓ Provide textbooks for visual and word learners
    - ✓ Allow auditory learners to listen to audio books
    - ✓ Give kinesthetic learners the opportunity to complete an interactive assignment online
  - Product – At the end of a lesson or project, a product is created to demonstrate mastery of content. Students can complete activities that show mastery of an educational concept in a way they prefer, based on learning style. Examples include:
    - ✓ Word learners most comfortable with reading and writing write a book report
    - ✓ Visual learners create a graphic organizer of the story
    - ✓ Auditory learners give an oral report
    - ✓ Kinesthetic learners build a diorama illustrating the story
  - Learning Environment – Conditions for optimal learning include both physical and psychological elements. A flexible classroom layout is key, incorporating various types of furniture and arrangements to support both individual and group work. Teachers also should use classroom management techniques that support a safe and supportive learning environment.

### **Support for Students Performing Below Grade Level**

All students at BNS will be engaged in and benefit from the curriculum, including students with disabilities, English language learners, and/or students who enter the school below grade level. The results of the most recent FSAs, teacher-made tests, and screenings used with the various core programs will be analyzed to determine the level of mastery in reading, writing, mathematics, and science for all students. This information, coupled with the results of prior years' standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selections, interventions, tutoring, referral for special supports and services).

Apart from providing the specific services documented on a student's IEP, EP, and/or ELL/LEP plan as applicable, as describe above our teachers will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Teachers in all classes will utilize scaffolding to provide contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold will gradually be removed. The objective at BNS is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving at grade level.

Student performance will be continually assessed and analyzed by the MTSS leadership team as described in Section 5, and student-specific PS/RtI teams when applicable. Students not making

adequate progress towards the Florida Standards will be identified and the following measures will be implemented:

- Daily intervention or tutoring may be required for those student consistently demonstrating non-mastery.
- Any student not meeting standards will be placed on a progress monitoring plan (PMP) (unless the student already has an IEP), and specific strategies to remediate and learning deficiencies will be implemented.
- Reading strategies in the content areas will be provided to students in addition to those taught during reading and language arts classes.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, and poor academic progress will be targeted for supplemental and intensive instruction/intervention

As described previously, BNS's greenSTEAM project-based model and the specific instructional resources identified thus far are designed to create an atmosphere of learning where all students' needs are met. The curriculum, activities, and supplements lend themselves to the differentiation of teaching within the classroom. Students who enter BNS below grade level will be nurtured in an atmosphere of academic rigor where a teacher meets them at their academic level and creates structures for them to grow.

**B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence for each core subject for each division (elementary, middle, and high school) the school would serve.**

**If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**

**Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's reading curriculum as Attachment D.**

### **Curriculum Development**

The curriculum for Babcock Neighborhood School is not yet fully developed, although many choices have been made. Curricular decisions that have been made, including the instructional materials we have selected or that are under consideration, are described in prompt A above.

As described in Section 3, the school will implement multi-grade groupings in the elementary grades. While there are many pedagogical and social benefits to multi-grade classrooms, it makes ensuring each teacher has a comprehensive plan for instruction that clearly identifies the standards to be covered with each student even more important. We have reviewed the scope and

sequence reflected in the curriculum pacing guides developed by CCPS and intend to utilize them as the foundation for instruction (see Attachment C). Instructional staff and the school’s administrator will develop a school-wide curriculum map to ensure that all Florida standards are address and mastered in each core subject and that the arts are fully integrated. Milestones in the curriculum development process to be achieved between approval of the application and the opening of BNS are provided in the table below.

The shell of the curriculum map will identify potential cross-disciplinary connections that should be reflected in specific projects and lessons, but will not include actual lesson plans. Through the process of creating the curriculum map, staff will experience firsthand the kind of intentional and authentic interdisciplinary lesson planning and implementation that will be a hallmark of the school. Because the initial projected school population is very small, some tasks ordinarily assigned to lead teachers or department chairs will be completed by the faculty as a whole during year one. In subsequent years, designated staff members will annually review and revise/modify/update the curriculum plan rather than the school’s entire faculty.

### Milestones – Curriculum Development

|   | Action   | Responsible                | Timeline                              |
|---|--|----------------------------|---------------------------------------|
| 1 | Utilizing CCPS grade level curriculum guides, develop “classroom” guides for each core subject area. Each classroom guide should reflect the multi-grade content to be covered within a given multi-grade classroom and identify the connections among the different sets of standards (e.g., when there is overlap; when skills for a given grade level progress directly into the following grade level; when new content is introduced) | Principal                  | Winter/Spring 2017                    |
| 2 | Finalize decisions regarding the core and supplemental instructional and intervention materials to be purchased  | Principal                  | Spring 2017                           |
| 3 | Research potential topics or prompts to support initial implementation of project-based learning (PBL); gather resources and recommendations to support newly hired teachers in horizontal and vertical planning and the PBL process   | Principal                  | Spring 2017                           |
| 4 | Develop the school-wide curriculum plan for Quarter 1, to include sample lessons   | Principal<br>Teachers      | Summer 2017                           |
| 5 | Review/debrief on curriculum implemented during Q1, including analysis of student performance on baseline and interim/benchmark assessments; incorporate results of the review into development of Q2 curriculum map   | Principal<br>Teachers      | October 2017                          |
| 6 | Review/debrief on curriculum implemented during Q2; incorporate results of the review into development of Q3 and Q4 curriculum maps  | Principal<br>Teachers      | January 2018                          |
| 7 | Develop individual lesson plans  | Teachers                   | Ongoing                               |
| 8 | Review/ /update/refine curriculum plan   | Principal<br>Lead Teachers | Annually,<br>beginning<br>Summer 2018 |

### Reading as a Primary Focus

Reading is a critical component of the Florida education system and, as such, is a primary focus of education at BNS. Our 120-minute uninterrupted reading block exceeds the state requirement and allows ample opportunity for intensive interventions for students who need it. Our educational program includes:

- Significant instructional time dedicated to reading instruction
- An explicit systematic approach to instruction through skill scaffolding and monitoring of student learning gains



- Active engagement of students throughout the instructional period
- Progress monitoring of skill acquisition conducted throughout the school year to detect and steer reading progress

BNS will implement the Charlotte County Public Schools Comprehensive Research Based Reading Plan (CRRP), providing our teachers with a systematic framework for literacy instruction. The BNS reading curriculum is described in detail in Attachment D. Our reading program mirrors Florida's 6 + 4 + ii + iii formula for reading success:

- Six areas of reading – Oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension
- Four types of assessment – Screening, progress monitoring, diagnosis, outcome measures
- Initial instruction – A minimum 90-minute reading block, incorporating the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design
- Immediate intensive intervention (iii) – To include small group or one-on-one, for students with reading deficiencies for a minimum of 20-30 minutes per day until deficiency is remediated

The principal or designee (i.e., reading/curriculum coach once enrollment warrants) will analyze progress monitoring data with teachers during grade level meetings. Data-based decision making will ensure all instructional materials, reading programs, and strategies are scientifically-based, including core, supplemental, intensive, and accelerated programs. Teachers and administrators will be provided instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.

At the elementary level, flexible grouping and differentiated instruction will be implemented within the 120-minute reading block based on the results of those progress monitoring measures. In the middle grades, supplemental reading strategies will be integrated into the general language arts course and other content areas for students who require it. In accordance with the district's reading plan, middle grade students who require more intensive individualized interventions/explicit instruction in reading will be provided an Intensive Reading course as an elective. To support families in ensuring their child receives an educational program that most effectively meets his or her needs, the IR course may be taken as part of the 1.5 credits of elective courses available to all students; in lieu of the grade level PE course in accordance with s. 1003.455, F.A.C., or in lieu of the world language course.

In addition to identifying students in need of differentiation, targeted supplemental supports, or more intensive individualized intervention, these data will be used to identify specific areas in which teachers would benefit from additional or different professional development. The school's academic leadership team will design workshops to address the needs of classroom instruction and share best practices. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty. Instructional workshops will target topics such as: differentiated instruction; content area classroom libraries; vocabulary strategies; and reciprocal teacher. In addition to Babcock-specific professional development, we hope that our teachers will be able to participate in trainings provided by the district in accordance with its CRRP.

Frequent principal walk-throughs will track teachers' mastery of high yield instructional strategies. This will ensure the reading curriculum is implemented with fidelity, and that resources are allocated and used to deliver the strongest impact on student achievement in reading. An administrator with a clear and present knowledge of scientifically-based reading practices will be selected.

School leaders, including the governing board, will set high expectations for student achievement in reading, and will develop a culture of excellence with a focus on reading. The first task of the school's MTSS leadership team, administration, and governing board will be to analyze all extant student achievement and performance data for our newly enrolled students. Based on that analysis, rigorous yet attainable reading targets will be set and a continuous improvement plan will be developed. The plan will address the strategies and resources to be used to ensure that BNS achieves its established goals.

### **Curriculum**

The research-based curriculum and set of strategies for students who are reading at grade level or higher and a separate reading curriculum and set of strategies for students' reading below grade level to be implemented at BNS are described in detail in Attachment D.

**C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.**

No additional standards will be adopted or developed.

**D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.**

The research base for the curriculum mirrors the research base for the educational design included in Section 3. Additionally, the specific instructional materials that are proposed are on the state's adopted list; they adhere to the state's requirements for being evidence-based and supported by research.

**E. Describe proposed curriculum areas to be included other than the core academic areas.**

### **Physical Education and Health**

BNS believes in providing a healthy environment that encourages activity and movement. While students will have the opportunity to move and explore during many of their core academic classes, the physical education program seeks to develop an appreciation for sports from the standpoint of a spectator and a reader of sports publications as well as a participant. Health and safety competencies will focus on teaching students to develop healthy habits that promote good health and contribute to overall physical and psychological well-being.

The PE program will be a standards based, balanced, progressive program, involving moderate to vigorous physical activity. In accordance with the "Don Davis Physical Education Act," we will offer students in kindergarten through grade five 150 minutes of PE per week and students in grades six through eight the equivalent of one semester of PE each year as required. Courses will be drawn from the FLDOE-approved list. The PE requirement will be waived for a student who

meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course
- The parent requests in writing that the student enroll in another course from among those course offered as options by the school, such as music, world language, etc...
- The parent submits in writing that the student is participating in physical activities outside the school day that are equal to or in excess of the mandate requirement (e.g., afterschool sports, dance classes, physical activity as part of an after school program)

Creating a healthy environment is an integral part of BNS’s vision. BNS is situated in a walkable, bikeable community among miles of trails and acres of greenspace; we expect the BNS community to model healthy habits for students. BNS will be designated a “Drug Free School Zone” and a smoke-free worksite. We will incorporate a strong “Just Say No to Drugs” and alcohol prevention curriculum which will be highlighted during “Red Ribbon Week”.

### **Music**

The music curriculum for elementary grades will include both vocal and instrumental music; introducing students to skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

The music curriculum for middle grades students will include a stand-alone elective as well as being integrated into history and English/language arts when applicable. Students will explore the essential elements of music in America and global cultures and reflect on the significance of social influences and historical events on the development of music.

### **Art**

Art education in the elementary grades will provide students with an opportunity to develop and explore their creative potentials. The curriculum will include planning, developing, and implementing the fine arts as outlined in the NGSSS. Students will be exposed to production, history, criticism an aesthetics of art.

During the middle school years, students will expand on their art experiences in the elementary grades as they continue to develop and explore their creative potentials. Students will be exposed to the many components of art including production, history, criticism and aesthetics. The interdisciplinary connections between art and core academic subjects will be emphasized throughout the year.

### **World Language – Spanish (Grades 6-8)**

Beginning, Intermediate, and Advanced Spanish will introduce students to the target language and its culture. Students will progress from learning beginning skills in listening and speaking and an introduction to basic skills in reading and writing to actively engaging in listening and speaking activities, and demonstrating understanding of reading and writing selections on familiar topics.

Spanish 1 for high school credit may be offered in lieu of M/J Spanish Advanced. The student will develop communicative skills in all three modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction

to reading and writing is also included as well as culture, connections, comparisons, and communities.

## **Technology**

All students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Students will have instruction and practice in computer skills to ensure they are prepared for and comfortable with computer-based assessments. The school will base its technology instruction on the National Educational Technology Standards for Students listed below. The standards are taught with increasing complexity at each level.

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Technology Operations and Concepts

BNS recognizes and embraces the important role technology plays in today's society. The need for children to be able to use and learn new technology is evident. We believe that technology should neither drive curriculum nor should it be used in place of quality teacher-led instruction. Therefore, instruction in the use of technology (e.g., research, word processing) will be incorporated into lessons and classroom activities when appropriate. Computers will be available for student use throughout the academy, and students will be familiar with and prepared to use technology for statewide assessment.

## **Career and Education Planning (6-8)**

In accordance with s. 1003.4156, F.S., students must complete a Career and Education Planning course approved by FLDOE in order to meet middle grades promotion standards. The course must be Internet-based, easy to use, and customizable to each student and include researched-based assessments to assist students in determining educational and career options and goals. The course must emphasize the importance of entrepreneurship skills, technology, or the application of technology in career fields; and must provide information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S. As part of the course, students will complete a personalized academic and career plan. The list of approved courses for 2016-17 is available at: <http://www.fldoe.org/core/fileparse.php/7531/urlt/approved-courses.pdf>. We will review the list annually and identify the course or course(s) most appropriate to meet the needs of BNS students.

### **F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.**

All students at BNS will be engaged in and benefit from our curriculum. The results of the most recent state assessments, teacher-made and curriculum-based tests, and benchmark/interim assessments will be analyzed to determine the level of mastery in reading, writing, mathematics, and science. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selections, interventions, tutoring, referral for special supports and services). BNS faculty will differentiate instruction as necessary and will offer before, during, and/or after school tutoring or other such assistance to ensure all students remain successful. Student

performance will be continually assessed as described in Section 5.

The school's multi-tiered system of supports (MTSS) is described in Section 5. One of the responsibilities of the BNS MTSS leadership team will be the implementation of an early warning system (EWS) aligned with s. 1001.42(18), F.S., to identify at-risk students who are likely to experience adverse outcomes early enough to alter student trajectories. Although BNS is exempted from the Florida Statutes found in chapters 1000 through 1013 (with some exceptions), we strongly believe an EWS is a critical component of any school program, especially one that include middle school grades. At a minimum, the BNS EWS will include the following triggers:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspensions
- One or more suspensions, whether in school or out of school
- Failure to pass an English or mathematics course
- Scoring at level 1 on the ELA or Mathematics FSA

If CCPS has adopted additional components to its EWS, we will incorporate them into our plan. In the event a student exhibits two or more early warning indicators (based on a review by the MTSS leadership team of the relevant data), a PS/RtI team will convene to determine appropriate intervention strategies for the student. The parent will be an invited member of the team and, as with any other student brought to the attention of a PS/RtI team, the student's progress will be regularly monitored and data-based decisions will be made regarding the effectiveness of the intervention and the need to intensify or otherwise modify the intervention to resolve the concern.

Along with constant progress monitoring and interventions, the hands-on collaborative educational program will allow for ease of differentiation and meeting student's needs at all levels. A range of strategies will provide scaffolded support to students who need it. Then, as the students become more proficient and independent, the scaffold will gradually be removed. Our goal will be to maintain the rigorous curriculum designed for each subject area, but to adjusting methods and practices to ensure all students achieve their grade level standards.

## Section 5: Student Performance

### Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school’s goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school’s academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.**

Significant changes are currently taking place in the federal and state educational accountability systems. The Florida Standards Assessments (FSA) for English language arts and mathematics were administered for the first time in the spring of 2015, establishing new baselines for student achievement. The state’s formula for calculating school grades also was revised at this time. Recently released results from the 2016 FSA provided the first learning gains scores from the new assessments.

At the federal level, the newly passed Every Student Succeeds Act (ESSA) eliminates many of the previous requirements under the Elementary and Secondary Education Act and is expected to provide greater flexibility for states. ESSA designates 2016-17 as a transition year during which the U.S. Department of Education will develop final regulations and states will create implementation plans. The new law and the provisions of each state’s plan to implement ESSA should go into full effect with the beginning of the 2017-18 school year.

Like ESEA, ESSA requires states to annually assess the reading and mathematics achievement of not less than 95 percent of students overall and 95 percent of students in each reporting group, including major racial and ethnic groups, students with disabilities, economically disadvantaged students, and English language learners. Unlike previous iterations of federal accountability law, ESSA also puts great emphasis on the achievement of English language proficiency by English language learners (ELLs). ESSA requires states to differentiate schools based on the following indicators for all students and for each subgroup:

1. Academic achievement as measured by proficiency on annual assessments and, at the state’s discretion, growth at the high school level
2. Student growth or another valid and reliable statewide indicator for students in elementary and middle schools; graduation rate will apply at the high school level
3. Progress by ELLs in achieving English language proficiency
4. At least one additional indicator of school quality or student success

Absent clear guidance regarding the establishment of school performance goals, for the purposes of this application Babcock Neighborhood School has applied the same logic to calculating rigorous yet attainable annual measurable objectives (AMOs) as was originally applied under ESEA. Under that system, states, districts, and schools undertook to reduce by half the proportion of non-proficient students within a six-year period. Having no actual student data from which to establish the school’s baseline, we propose that BNS student enrollment will reflect that of the district as whole, and have used the CCPS 2016 district-wide results (see Attachment FF: Applicants Additional Information) to estimate our baseline levels of

achievement and establish our six-year goal of cutting non-proficiency by half. Interim annual goals were developed by:

1. Identifying the gap between current performance and the six-year goal for each subject area, school level (i.e., elementary and middle), and type of measure (i.e., achievement for all students; learning gains for all students; learning gains for the lowest quartile of students)
2. Dividing the gap by 2 to determine the amount of progress required to decrease the proportion of non-proficient students by half
3. Dividing the resulting number by 6 to determine the amount of progress required each year to close the gap within six years

The results are presented in the table below as BNS’s proposed achievement goals.

**Goal 1: Babcock Neighborhood School will provide a holistic, student-centered “greenSTEAM” educational program that supports highest level of academic achievement.**

The overall results we intend to achieve are:

- Every BNS student will make at least one year’s progress for each year he or she attends the school
- We will close the achievement gap by providing students who enter the school below grade level with the type and intensity of instruction and intervention they need to achieve more than one year’s growth each year they are enrolled
- BNS will earn a grade of A in the state’s accountability system.

BNS’s proposed student performance goals for the first five years are provided in the table below.

**Measurable Goals: Proportion of BNS Students Scoring Proficient or Above**

| Grade   | Measure                        | Baseline*   | Gap <sup>^</sup> | Annual Goals |      |      |      |      |       |
|---|--------------------------------|---|------------------|--------------|------|------|------|------|-------|
|   |                                |   |                  | 2018         | 2019 | 2020 | 2021 | 2022 | 2023` |
| <b>English Language Arts - Developmental Reading Assessment</b> |                                |   |                  |              |      |      |      |      |       |
| K-2   | Achievement                    | The percentage of students performing in the proficient range on EOY administration will meet or exceed the district average. |                  |              |      |      |      |      |       |
| <b>English Language Arts – Florida Standards Assessment</b>     |                                |   |                  |              |      |      |      |      |       |
| 3-5   | Achievement ≥ Level 3          | 56  | 44               | 60           | 63   | 67   | 70   | 74   | 78    |
|   | Learning Gains                 | 56  | 44               | 60           | 63   | 67   | 70   | 74   | 78    |
|   | Lowest Quartile Learning Gains | 50  | 50               | 54           | 58   | 62   | 66   | 70   | 75    |
| 6-8   | Achievement ≥ Level 3          | 64  | 36               | 67           | 70   | 73   | 76   | 79   | 82    |
|   | Learning Gains                 | 63  | 37               | 66           | 69   | 72   | 75   | 78   | 82    |
|   | Lowest Quartile Learning Gains | 48  | 52               | 52           | 56   | 61   | 65   | 69   | 74    |
| <b>Mathematics – Florida Standards Assessment</b>               |                                |   |                  |              |      |      |      |      |       |
| 3-5   | Achievement ≥ Level 3          | 49  | 51               | 53           | 57   | 61   | 66   | 70   | 75    |
|   | Learning Gains                 | 51  | 49               | 55           | 59   | 63   | 67   | 71   | 76    |
|   | Lowest Quartile Learning Gains | 41  | 59               | 46           | 51   | 56   | 61   | 66   | 71    |
| 6-8   | Achievement ≥ Level 3          | 59  | 41               | 62           | 65   | 68   | 71   | 74   | 77    |
|   | Learning Gains                 | 61  | 39               | 64           | 67   | 71   | 74   | 77   | 81    |
|   | Lowest Quartile Learning Gains | 48  | 52               | 52           | 56   | 61   | 65   | 69   | 74    |

| Grade  | Measure               | Baseline* | Gap <sup>^</sup> | Annual Goals |      |      |      |      |                   |
|--|-----------------------|-----------|------------------|--------------|------|------|------|------|-------------------|
|  |                       |           |                  | 2018         | 2019 | 2020 | 2021 | 2022 | 2023 <sup>^</sup> |
| <b>Science – Statewide Science Assessment</b>            |                       |           |                  |              |      |      |      |      |                   |
| 5  | Achievement ≥ Level 3 | 58        | 42               | 61           | 65   | 68   | 72   | 75   | 79                |
| 8  | Achievement ≥ Level 3 | 49        | 51               | 53           | 57   | 61   | 65   | 70   | 75                |
| <b>Social Studies – Civics End-of-Course Examination</b> |                       |           |                  |              |      |      |      |      |                   |
| 6,7,8  | Achievement ≥ Level 3 | 72        | 28               | 74           | 76   | 78   | 81   | 83   | 86                |

\* Based on the average of the elementary schools’ and middle schools’ proficiency rates

<sup>^</sup> Gap between 2016 proficiency rates and 100 percent proficiency

Once students are enrolled and their educational records are available, we will retroactively calculate school- and grade-level baselines based on the individual students’ performance on the prior year’s assessments using the calculation model adopted by the state. If the calculated baseline levels exceed those anticipated in this application, we will revise our goals upward to reflect more rigorous targets. If prior student performance indicates our goals may be unreasonably optimistic, we will intensify our efforts to meet them.

**B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.**

In addition to the academic goals stated above, the success of the school’s educational program will be evaluated through measures of family and student engagement, school climate, and other more qualitative measures.

**Goal 2. Babcock Neighborhood School will provide a supportive student-focused and collaborative learning environment that reflects our core values and place-based focus.**

The mission and vision of BNS lays the groundwork for nurturing the whole child, physically, mentally and emotionally. BNS will annually evaluate the extent to which the school provides a supportive learning environment and shared sense of community. Students and parents will be surveyed annually to determine their satisfaction level with regard to learning environment; physical and social environment; and home-school relations. Items will be developed to solicit opinions regarding the school’s core values of environmental responsibility; maximizing potential; lifelong learning; sustainability; health and wellness; and diversity students’ leadership skills and abilities. Responses to student and parent survey items regarding implementation of the core values will reveal an upward trend from the school’s inaugural year onward.

**Goal 3. Babcock Neighborhood School will provide students with a firm foundation in science, technology, engineering, the arts, and mathematics essential to 21st century learning by embedding core subjects and interdisciplinary themes into project-based learning in all areas of the curriculum.**

With the support of school leaders, teachers, families, and our strategic partners within the community, we will lay the groundwork for BNS students to develop interpersonal skills, a passion and curiosity for learning, and a commitment to the health and welfare of others that will sustain them as they successfully transition through middle school and beyond. Through project based learning, BNS students will become knowledgeable and responsible young adults, able to demonstrate leadership in their daily lives by knowing how to listen, express themselves, resolve



conflicts, work in teams, value diversity, and set goals. The annual school climate survey for parents, students, and school staff will tap characteristics and beliefs that reflect this vision.

- Responses to student and parent survey items regarding the extent to which students know how to listen, express themselves, resolve conflicts, work in teams, value diversity, and set goals will reveal an upward trend from the school's inaugural year onward.
- Annual review of district discipline reports will reveal the rate of in- and out-of-school suspensions is less than the district rate.
- Annual review of district attendance reports will reveal average daily attendance meets or exceeds the district rate.
- Annual review of district attendance reports will reveal the percent of students who experience chronic absenteeism ( $\geq 18$  days or 10% of instruction) is less than the district rate.

### **Placement and Progression**

#### **C. Describe the school's student grade level and course placement procedures.**

Grade level and course placement procedures will be implemented in accordance with the district's Student Progression Plan. Children who will attain the age of five years on or before September 1<sup>st</sup> of the school year will be eligible for admission to kindergarten during that school year. Children must attain the age of six years on or before September 1 of the school year for which admission to first grade is sought. No student shall be admitted to the first grade who has not successfully completed kindergarten.

Students transferring from other CCPS schools will be placed in the comparable grade in which the student was enrolled at the sending school. Grade placement of students transferring to BNS from other counties, countries, states, or private schools will be determined by the principal based on placement tests, course completion status, credits earned, age, and previous school records.

#### **D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.**

Babcock Neighborhood school will adopt Charlotte County's Student Progression Plan.

#### **E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.**

Not applicable. Babcock Neighborhood Schools is a K-8 school.

#### **F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.**

BNS will adhere to all testing and performance requirements for promotion and retention associated with the CCPS Student Progression Plan. The plan lays out in detail the promotion and retention requirements that apply at each grade level. Parents will be provided with a copy of the plan, either hard copy or online, at the time of enrollment. Student progress will be communicated to parents through interim reports, periodic progress reports, and report cards

every nine weeks. Parents will also have access throughout the school year to assignments, grades, and assessments on the school's online student information system.

For students who do not meet state performance levels in core areas on statewide assessments or who demonstrate academic or behavioral challenges that require additional assistance, the school's multi-tiered system of supports/problem solving team will convene to develop and implement a progress monitoring plan (PMP) that describes the student's specific academic difficulties and the intensive teaching practices that will be used to help him or her catch up. Parents will be invited to participate in developing this plan. If the student has a disability, the student's individual educational plan (IEP) may serve as the PMP.

Retention in kindergarten and grades one, two, four, and five will be based on less than satisfactory student performance in reading, writing, science, and/or mathematics and/or on failure to meet other requirements as set forth in the Student Progression Plan. Students in grade three who do not score at Level 2 or above on the statewide reading assessment must be retained unless they meet one of the good cause exemptions for promotion as described in s. 1008.25(6), F.S. Parents will be notified in writing when there is evidence the student is not on track to achieve satisfactory performance, and will be invited to participate as a member of the problem solving team (PST) charged with developing and implementing an intervention plan (see MTSS below). School personnel will use all available resources to achieve parent understanding and cooperation regarding a student's remediation, progress monitoring plan, and retention. All retention decisions will be made at the end of the school year, and documentation of the decision will be provided to the parents in writing in accordance with district procedures.

Parents of rising and established middle grades students will be kept abreast of all course requirements for high school graduation as well as promotion from middle to high school through parent:teacher conferences; informational meetings conducted by student support staff; guidance newsletters; the Babcock Neighborhood School Handbook (to be developed), and other methods established to support communication with families. The information shared with families will include opportunities for remediation and advancement, including enrollment in selected courses for high school credit or pathways for earning CAPE digital tool certificates and CAPE industry certifications.

### **Assessment and Evaluation**

**G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.**

BNS will implement the district's assessment schedule, including adoption of the same formative and summative assessments (see Attachment F). Mandatory state assessments that will be administered include:

- Florida Kindergarten Readiness Screener (FLKRS) – Kindergarten
- FSA English Language Arts (ELA) – Writing: Grades 4 through 8
- FSA ELA – Reading: Grades 3 through 8
- FSA Mathematics: Grades 3-8

- Statewide Science Assessment: Grades 5 and 8
- End-of-course (EOC) exams –Students enrolled in Civics, Algebra 1, Geometry, Biology 1
- Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0)
- Assessments associated with CAPE digital tool certificates and industry certifications, as applicable

These types of formal summative assessment will be used to glean high level information on the overall effectiveness of our school, educational program, teachers, and curriculum and instruction. As described in the budget section of this application, the school will make certain it has the technology in place to meet the requirements for computer based assessments.

District- and school-level screening and formative assessments that will be administered as benchmark or interim assessments for progress monitoring and to inform instructional decisions include:

- Developmental Reading Assessment – Kindergarten through grade two
- i-Ready Diagnostic for ELA and mathematics – Kindergarten through grade eight
- District-developed science assessments – Grades three through five
- District-developed writing assessments – Kindergarten through grade five
- School- or teacher- developed midterm examinations – all courses\*
- USA Testprep – Grade eight science; Civics; Algebra 1; Biology 1

\*The CCPS Middle Grades Student Progression Plan indicates that district midterm exams may be in place for some courses; if available and appropriate, BNS may utilize a district exam in lieu of a school- or teacher-developed exam

These types of assessment evaluate student knowledge and skills relative to a specific set of academic goals. Results will be used to inform instruction and decision making at the classroom and school level, and can be used to measure student growth over time.

The standardized assessments identified above were selected because they align with and support the educational standards and pacing/scope and sequence to be implemented at BNS. For example, CCPS uses iReady as a diagnostic and progress monitoring measure. It adapts to each student, providing easier or harder questions depending on students' answers to previous questions. iReady helps teachers identify the root causes behind student challenges, which is especially beneficial for planning and implementing differentiated instruction and determining where students are ready to be challenged more.

Similarly, USA Testprep is aligned to Florida's standards in the specified areas. In addition to auto-generated benchmark assessments that mimic the look and feel of the actual state assessments, teachers can easily create customized benchmark assessments from a bank of items. Detailed reports enable teachers to identify student strengths as well as areas of need to inform instruction and intervention. District staff described the benefits and effectiveness of the program, and it appears to align well with the need of our school.

In addition to the district and state standardized assessments, a wide variety of formal and informal classroom-based assessment procedures will be in place at BNS. Informal formative assessment includes planned classroom practice to elicit evidence of learning minute to minute, day by day in the classroom, or non-summative assessments that occur while content is still

being taught. Both of these can inform teachers of what students know or do not know; help students understand what it is they are ready to learn next; and enable teachers to adjust instruction accordingly for each of their students. Examples of the methods a visitor to an BNS classroom will see include:

- Ongoing observations
- Teacher questioning and class discussions
- Notes, summaries and written reflections based on readings, lectures, and discussions
- Evaluation of draft products using checklists, rubrics, and exemplars
- Annotations and notes based on close readings of texts

These kinds of naturally occurring “authentic assessment” are particularly well-suited to the project-based education program implemented at BNS. Individual and group projects completed over a longer period of time also may serve as a “follow up” to formal pre-tests or baseline assessments used at the start of the year or before introducing a new skill or concept.

It is important to note that these categories are not fixed; the same assessment or test can be used for formative, benchmarking, or summative purposes. It is the use to which the results are put that determines if an assessment is summative or formative.

**H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?**

BNS is committed to preparing students to become independent, creative, and compassionate lifelong learners, leaders, and problem solvers. It is incumbent on the school’s leadership to make certain that all students, teachers, and staff have the resources necessary to achieve that goal. In order to do this, BNS will implement a robust multi-tiered system of support (MTSS) to provide a framework for using student assessment and performance information to evaluate and inform instruction. In its Student Progression Plan, CCPS describes its *EDIS School Portal* as a unified data collection system easily accessible to all staff that includes both data and intervention planning/and monitoring information necessary for MTSS implementation. Through the charter contract process we intend to address the possibility of BNS working with the district and the vendor to utilize a “piggyback” contract to utilize this same system to support our MTSS.

Ongoing monitoring and analysis of school-wide, class, and student assessment data will be conducted by the school’s MTSS leadership team. Formal assessment in general must occur annually at a minimum, although we will implement more frequent formal and informal evaluations. Baseline testing at the start of the year identifies areas of strength and weakness; interim and end-of-year testing measures yearly progress. The principal will ensure that relevant data are collected at various times throughout the year and evaluated. Toward the end of each year, the administrative team will meet with instructional teams to discuss the effectiveness of academic program and make plans for any necessary modifications.

In addition, as described in Section 4, one of the responsibilities of the leadership team will be the implementation of an early warning system (EWS) to identify at-risk students who are likely to experience adverse outcomes early enough to alter student trajectories. At a minimum, the EWS will include the following triggers:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-

of-school suspensions

- One or more suspensions, whether in school or out of school
- Failure to pass an English or mathematics course
- Scoring at level 1 on the ELA or Mathematics FSA
- If applicable, additional triggers utilized by CCPS for students in elementary or middle grades

A systematic, rigorous analysis of the school's data will inform operations and functions such as determining staff development needs, curriculum realignments, and the objectives stated in the annual improvement plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students. Together, administrators and teachers will evaluate the curriculum, materials, resources, and other activities that comprise the educational program. They will assess:

- Curriculum objectives measured through both authentic and structured local assessments
- Effectiveness of instruction as measured by direct impact on student achievement and performance (e.g., grades; FSAs; EOCs)
- Trends in student learning results to identify potential gaps in curriculum
- Student response to curriculum choices (e.g., project selection that occurs as part of project based learning)
- Teacher input regarding availability, accessibility, and effectiveness of instructional materials and resources

### **MTSS Framework**

FLDOE describes an MTSS as the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. The MTSS implemented by BNS is based on the following core beliefs:

- Every child learns and achieves to high standards.
- Learning includes academic and social competencies.
- Every member of the education community continues to grow, learn, and reflect.
- Every leader at every level is responsible for every student.

A critical component of BNS's MTSS framework will be its focus on school wide performance and improvement. Our MTSS framework is designed to address the academic and behavioral needs of every student, regardless of whether he or she is struggling and in need of intensive remediation and support, or excelling, and in need of advanced learning opportunities.

An MTSS leadership team will be established to include the principal, grade level and subject area lead teachers, and other school-based staff with specialized areas of focus (e.g., guidance counselor; curriculum specialist). This team will be responsible for monitoring school-wide instructional goals and also developing action plans to correct educational deficiencies both in instruction and student learning. The team will meet monthly to:

- Evaluate data and correlate to instructional decisions
- Review progress-monitoring data at the grade level and classroom level to identify potential concerns as well as positive practices
- Identify professional development to enhance student achievement levels
- Facilitate the process of building consensus, increasing infrastructure, and otherwise support the school’s MTSS framework

In addition to monthly meetings, the MTSS team will establish a cyclical schedule for in-depth review and analysis of school, classroom, and student data that aligns with the collection of benchmarking and summative data. The team will refer to the FLDOE’s GTIPS-R “Imperative Questions” for each tier to frame data analysis. A four-stepped student-centered model for problem solving is described below. In analyzing school-, classroom-, or subgroup-level data, the MTSS team will engage in a parallel process for problem solving. The results of these data reviews will inform curricular decisions as well as to identify professional development, training, and supports needed by teachers. Instances of inadequate progress will be analyzed to determine first whether the curriculum and instructional materials are being implemented with fidelity. If not, the team will work with the teacher(s) to identify what needs to occur to resolve the problem. If so, revisions to the materials will be considered.

### ***Tier 1 – Core Instruction and Universal Supports***

Tier 1 focuses on the implementation of the school’s core curriculum and behavior management/ social skills curriculum, and is aligned with the Florida Standards. The type and amount of instruction in Tier 1 is based on the needs of the students in the particular school. The general population of students in some schools will require more or less time than others in particular core curriculum areas as a result of differences in prerequisite skills, background knowledge, language barriers, or other factors. A rule of thumb in determining if a school’s core curriculum is effective is that approximately 80 percent or more of students are successful and achieve proficiency from core instruction alone. If this is not the case, implementation fidelity of the core curriculum will be assessed and consideration given to revising the instructional materials. Examples of questions the MTSS team will consider with regard to Tier 1 core instruction include:

- What percent of students are meeting grade level expectations and/or are “on-track” for promotion?
- Is Tier 1 instruction for each grade level content or subject area effective? That is, are approximately 80% or more of the students proficient or making significant growth?
- How effective have improvement strategies been at increasing the growth of **all** students, including students who struggle to reach proficiency and those who excel?
- Which students demonstrate significant gaps in current performance on Tier 1 assessments when compared to grade level expectations of performance for a given point in time?
- What is the relationship between Tier 1 formative classroom assessments or benchmark assessments and performance on summative measures (e.g., FSA, end-of-course exams)?

### ***Tier 2 – Supplemental Instruction/Intervention and Supports***

Tier 2 supports are more focused, targeted instruction/intervention provided to small groups of

students in addition to and aligned with the core instruction provided in Tier 1. Tier 2 interventions are based on data revealing that some students or student groups need more than the core universal instruction. Both interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate. Progress monitoring occurs more frequently than in Tier 1 to ensure that the interventions are effective. Examples of Tier 2 questions regarding supplemental interventions and supports include:

- Which students require supplemental instruction or practice based on an analysis of their current needs in relation to Tier 1 standards of performance?
- How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?
- Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?
- Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students' needs?
- Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention? What is our evidence of intervention fidelity for those not progressing?
- Do the majority of students within a given supplemental instructional group demonstrate a positive response to the instruction (i.e., is Tier 2 really effective)?
- What modifications are needed to increase positive student responses to instruction/intervention at Tier 2?
- Which students may need more intensive services? Which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?
- Do students who demonstrate progress at Tier 2 based on progress monitoring data also demonstrate progress on their Tier 1 assessments? If not, why not?

### **Tier 3 – Intensive, Individualized Intervention and Support**

Tier 3 interventions, provided in addition to the core instruction provided in Tier 1 and supplemental supports in Tier 2, are targeted, highly intensive, and tailored to individual student needs. Students who receive these services may be several grade levels behind or beyond the one in which they are enrolled. Progress monitoring occurs very frequently for students at this level, as it is imperative that the interventions are sufficiently effective to close achievement gaps. If more than approximately five percent of students are receiving Tier 3 interventions, implementation fidelity for Tiers 1 and 2 will be assessed and revision to the program will be considered.

### **Problem Solving Team**

Florida's MTSS framework includes a four-step problem-solving process to match instructional resources to educational need by monitoring a student's response to intervention or instruction. While the MTSS leadership team utilizes this process to monitor and evaluate the school's performance at a group level, student-centered problem solving teams (PSTs) will be established for individual students who do not make adequate progress, even with Tier 2 supports. Core members of the PST will be determined prior to the opening of school, but each team will

include the student's teacher or teachers for the subjects where the problem is occurring (e.g., math teacher for math deficits; multiple teachers for behavioral challenges). Parents will be encouraged to be closely involved with the PST, either through face-to-face meetings or phone calls. They will be invited to participate in decisions regarding interventions and will be provided copies of progress monitoring reports, including visual/graphical representations. Parents also will be provided information on ways to support their child's progress at home. The student's PST will engage in a problem-solving cycle as follows:

- **Step 1**  
Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want the student to know and be able to do when compared to what he or she knows and is able to do?" The goal of this step is to clearly identify the specific diagnosed academic or behavioral need(s) to be remediated.
- **Step 2**  
Analyze the problem using data to determine why the issue is occurring. Generate hypotheses to explain why the student is not meeting performance goals. Ask, "Why is the desired goal not occurring? What are the barriers to the student doing and knowing what is expected?" Consider evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine whether or not the hypotheses are valid, then design or select interventions to directly address the root causes of the student's difficulties.
- **Step 3**  
Develop and implement a progress monitoring plan (PMP) driven by the results of the team's problem analysis. Specify exactly what the intervention is; who is responsible for implementing it; when, where, and how often it will be implemented; the data that will be used to measure progress; who will measure it, and how often; and the decision rule for determining if the plan is effective. The plan should also include fidelity and support components to ensure the implementer has the skills and resources necessary to implement the intervention as intended and follows through in all aspects.
- **Step 4**  
Measure the student's RtI by using data gathered from progress monitoring at agreed upon intervals. Evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the progress monitoring intervention plan be adjusted to better support the student's or group of students' progress?" The team's discussion centers on how to maintain or better enable learning for the student(s).

When developing and implementing an intervention plan, the PST will consider questions such as:

- Is the intervention plan(s) appropriately matched to this student?
- Did our problem-solving address the "whole student" by considering the potential interaction between academic and behavioral needs?
- If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why



not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore? Tier 2?

- If the student is not progressing, is fidelity a concern?
- Does the student's RtI data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school's general education resources?
- Does the student's RtI data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If the team responds affirmatively to either of the last two questions, this is an indication that the student should be referred for an evaluation to determine if the student has a disability and needs exceptional education services (see Section 6).

In addition, in accordance with section 1008.25, F.S., each student who does not meet specific levels of performance on the statewide assessment will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The results of the diagnostic review will be used to develop and implement a progress monitoring plan in consultation with the student's parents. Depending on the nature and extent of a student's need (i.e., Tier 2 or Tier 3), the MTSS leadership team or the PST will be the entity responsible for developing the PMP. If a student already has an IEP as a student with a disability, that plan can be used in lieu of the PMP.

**I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.**

Implementation of an effective MTSS requires strong building-level leadership. The principal will receive professional development and support specific to MTSS to ensure that he or she:

- Thoroughly understands the four-step problem-solving process and uses the process to guide schoolwide problem solving.
- Communicates and reinforces the expectation for data-based decision-making, guiding staff to frame their decisions within the context of student or other relevant data.
- Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
- Implements regularly scheduled "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.
- Facilitates the development of instructional schedules based upon student needs.
- Ensures that instructional/intervention support is provided to all staff.
- Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
- Establishes a system of communicating student outcomes across the professional staff and with students and their parents.

As part of the required professional development training at BNS, administrators and staff will participate in a data-driven decision-making training where they learn to analyze, extrapolate,

and disaggregate school data from a variety of sources and use this data to create effective School improvement plans and increase student achievement. Additional topics to be addressed through face-to-face training, a train-the-trainer model, or online modules include such things as the screening process, progress monitoring, and multi-leveled prevention systems.

**J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, subgroup, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.**

As described above, the MTSS leadership team, guided by the principal, is responsible for tracking the school's progress toward meeting its established goals. Information gleaned through this process will support and form the foundation for the school improvement plan (SIP). While MTSS addresses individual, subgroup and/or classroom level improvement needs, the School Improvement Plan (SIP) addresses the performance of the school as a whole. The principal of BNS will lead the charge to develop and implement an SIP, which will be the primary tool used by school personnel and other stakeholders to review data, set goals, create an action plan and monitor the school's progress. A "living document," the SIP will be continually updated, refined, and used to guide the school's work throughout the year. It will be developed in a coordinated, integrated manner and include current school status, expected improvement, goals, and an action plan for improvement that includes targeted, data-based professional development. Governing Board members will assist by participating in and developing short and long-range plans for the school, especially with regard to the school improvement plan. It will monitor the effectiveness of the school's programs and implementation to determine if the school has met its stated goals.

**K. Describe how student assessment and performance information will be shared with students and with parents.**

BNS believes parents are an integral part in their child's education, but also that students are ultimately responsible for their own success. To keep parents and students informed, student progress will be formally reported at least quarterly through report cards. Additionally, BNS will utilize an online student information system that will enable parents and students to keep up to date regarding grades, assignments, and other relevant information. It is our understanding that CCPS utilizes FOCUS and EDIS – we would like to review the systems and consider a piggy-back contract to enable BNS to utilize the same systems. Softwareology features include the ability to send and receive alerts, messages, and notifications via email or text messages, and provides a centralized location for parents to access information related to their students' academics, attendance, behavior and discipline, and other records. Students will be encouraged to regularly review their own data and to self-advocate if they are struggling or unsure of what is expected.

In addition to the general sharing and communication of assessment and performance data, parents will be invited to participate in and be kept informed of problem solving activities conducted on behalf of their children by the MTSS leadership team or PST. We believe that input from parents (and, to the extent appropriate, the student) is critical to the development and implementation of effective intervention plans. To the extent possible, PMPs developed through the problem solving process will include opportunities for students to graph and track their own data.

BNS's student-focused project-based learning environment allows us to measure and report student progress in several non-traditional ways as well. These may include:

- **Student Self-Evaluations** – At the elementary level, students might prepare a self-evaluation of the past their work: what they accomplished, what they enjoyed the most, what they found most difficult, and what they would like to learn in the months ahead. When completed, they will meet with the teachers, who will review it and add their comments and observations.
- **Portfolios of Student Work** – Teachers and parents review the students' completed work that has been collected, sharing it at different times throughout the year.
- **Student/Parent/Teacher Conferences** – Parents and teachers meet for at least two formal conferences each year. Additional conferences will be scheduled or requested as needed. At a conference, academic and social levels, as well as goals, will be shared.

**L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.**

All communication and correspondence between the school, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to section 1002.22, F.S. BNS will comply with all FERPA provisions and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. BNS will adhere to the requirement under s.119.021(1)(b), F.S., which states that, insofar as practicable, all public records must be stored in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use. Student and employee records will be locked with only the essential staff having access to the files, and a system will be put into place to record who has accessed the student records, and if they are checked out for review a method to ensure they are returned within the day they are checked out.

## Section 6: Exceptional Students

**A. Provide the school’s projected population of students with disabilities and describe how the projection was made.**

Babcock Neighborhood School will be located in the town of Babcock Ranch, a community currently under development in southern Charlotte County. Student demographic information and enrollment projections are therefore based on the district as a whole and the anticipated population of the town once fully developed.

FLDOE’s 2016 LEA Profile for Charlotte County Public Schools (CCPS) indicates that 19 percent of the district’s PK-12 enrollment are students with disabilities. Since this includes prekindergarten students with disabilities and students with the most significant disabilities who require the most intensive and specialized services beyond those available at the school, we anticipate that approximately 17 percent of our enrollment will be students with disabilities. We also anticipate between two and three percent gifted students, in line with the district rate of 2.3 percent.

**ESE Enrollment Projections – Years One through Nine**

|                                  | Percentage | Y 1       | Y 2       | Y 3       | Y 4       | Y 5       | Y 6       | Y 7       | Y8         | Y9         |
|----------------------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
| <b>Total Enrollment</b>          |            | 76        | 94        | 134       | 170       | 294       | 418       | 542       | 666        | 764        |
| K – 5 Students with Disabilities | 17%        | 13        | 16        | 23        | 29        | 39        | 49        | 58        | 68         | 85         |
| 6 – 8 Students with Disabilities | 17%        | 0         | 0         | 0         | 0         | 11        | 22        | 34        | 45         | 45         |
| <b>Total Disabilities</b>        |            | <b>13</b> | <b>16</b> | <b>23</b> | <b>29</b> | <b>50</b> | <b>71</b> | <b>92</b> | <b>113</b> | <b>130</b> |
| K – 8 Gifted Students            | 2.3%       | 2         | 2         | 3         | 4         | 5         | 7         | 8         | 9          | 12         |
| 6 – 8 Gifted Students            | 2.3%       | 0         | 0         | 0         | 0         | 2         | 3         | 5         | 6          | 6          |
| <b>Total Gifted</b>              |            | <b>2</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>7</b>  | <b>10</b> | <b>13</b> | <b>15</b>  | <b>18</b>  |

**B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.**

BNS will not discriminate on the basis of race, religion, ethnic origin, or disability. All students wishing to enroll will be required to follow the application procedures and timelines described in Section 14, including the lottery process applied in the event applications exceed capacity. The lottery will be conducted in such a way as to ensure there is no possibility of discrimination of students who may have disabilities, or of any other protected class.

In addition, the school’s marketing materials will include an explanation that Babcock Neighborhood School is a tuition-free public charter school; its enrollment policies are nondiscriminatory and nonsectarian; and services and supports are available to address the needs of students with disabilities and English language learners. Orientation meetings will be held for prospective parents and students to establish clear expectations and understanding of what the school has to offer.

**C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).**

When a student with an IEP enrolls in BNS, whether from within the district or as a transfer student from within Florida or out-of-state, the school’s ESE specialist/lead ESE teacher will

carefully review the student's IEP and inform the CCPS staffing specialist assigned to the school of the student's enrollment. It is our understanding that the district will assign an ESE staffing specialist to the school and, unless determined otherwise through the charter contract, the district staffing specialist will attend and serve as the LEA representative for all IEP team meetings held at the school (see CCPS Board Policy 9800).

In the event there are services on the IEP that are not currently or readily available at the school, we will work with the staffing specialist to convene an IEP team. Educational programs differ across schools in a variety of ways. Because of those differences, for some students a receiving school's IEP team may determine that the IEP from the sending school can be revised to provide different but equally effective services and supports in order to meet the student's needs resulting from the disability. The IEP team will determine the special education and related services; supplemental aids and services; supports for school personnel; and least restrictive, most appropriate placement that will allow the student to progress in the general curriculum and attain the annual goals on the IEP.

If the IEP team determines that the student has needs that cannot adequately be met at BNS, the team, including the district LEA representative and the parent, will determine an appropriate placement. We believe that by working in collaboration with CCPS we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services available within the district.

**D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.**

In accordance with our MTSS framework (see Section 5), if a student enrolled in the school exhibits academic, social, or behavioral challenges, the school will implement a cyclical four-step problem solving process through which, students will be provided targeted academic and/or behavioral instruction and interventions, including systematic progress monitoring measures and fidelity checks to ensure staff have the resources necessary to implement the interventions as designed. Throughout the problem solving/response to intervention (PS/RtI) process, the problem solving team (PST) will convene on a regular basis to document and analyze the student's progress, the interventions attempted, and the results of those interventions. As part of its regular data review and analysis process, the PST will explicitly consider the following questions:

- Does the student's RtI data indicate the interventions are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through the school's general education resources?
- Does the student's RtI data indicate the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions?

If at any time the team determines one of these conditions exists, a referral for ESE evaluation will be initiated. In addition, if at any time a parent requests an evaluation for their child, the school will schedule a meeting with the parent to discuss the areas of concern and respond to the parent's request without delay. If the parent requests an evaluation prior to the implementation of general education intervention, or if the student demonstrates severe cognitive, physical, or sensory impairments or presents a danger to self or others, intensive individualized interventions and supports will be implemented concurrent with the evaluation.

In accordance with CCPS Board policies (9800), the district is responsible for conducting initial evaluations of students referred for potential special education and gifted placement. Evaluations will be conducted by the district in collaboration with the school in accordance with Florida statutes and rules and the contract negotiated upon approval of the application. Once the evaluation is complete, the district will convene a team of professionals and the parent to determine if the student meets ESE eligibility requirements under State Board of Education rules and to determine the student's educational needs. The team will include the LEA representative or designee, evaluator(s) in accordance with district policy, at least one of the student's teachers, an ESE teacher from BNS, and a BNS school administrator or designee.

**E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.**

BNS will implement an inclusionary service delivery model to support students with disabilities in the least restrictive environment. ESE services will be provided by appropriately credentialed and certified individuals. Initially, the school will directly employ the necessary ESE teachers, and contract with outside agencies or CCPS for appropriately credentialed individuals to provide related services including but not limited to: speech therapy, language therapy, occupational therapy, physical therapy, and counseling. As caseloads warrant, the school will hire full- or part-time related service providers in lieu of contracted staff.

The school's inclusion model will provide direct and indirect ESE services utilizing the following service delivery models:

- Support Facilitation – Also known as inclusion teaching or in class one-on-one, the ESE teacher will work with individual or small groups of students on an individualized basis within a traditional classroom to provide direct ESE support and specialized instruction. The small group of students may include struggling nondisabled peers on occasion.
- Collaboration – The ESE teacher and general education teacher will meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives and positive behavioral interventions designed to ensure the student is successful in the general classroom. In collaboration, the ESE teacher/service provider actively collaborates with the general education teacher to implement and monitor instruction and intervention.
- Consultation – The ESE teacher will meet face-to-face on a regular basis with the general education teacher to advise the general education teacher about effective academic and behavioral strategies to use with the student and provide technical assistance.
- Pullout ESE – The ESE teacher will be available to work with individual or small groups of ESE students on an individualized basis outside of the general education classroom. Students will only be removed from the general education when the nature or intensity of the specially designed instruction precludes implementation within the regular classroom.
- Pullout Therapy – Services such as occupational therapy, speech therapy, and counseling are most often provided one-on-one or in small group settings with other ESE students.

- Dual-Certification – BNS’s hiring process will include a concerted effort to hire teachers who hold ESE certification in addition to certification in the subject areas and grade levels to which they are assigned.

The most critical supports provided to students with disabilities are the instructional strategies used to teach the student (i.e., specially designed instruction, or SDI) and the supplemental aids and services and accommodations the student provided to enable the student to access the educational program. The type or approach to SDI will be based on each student’s level of need, learning style, and the content or skill being addressed. Educational staff and IEP teams will use resources such as *IEP and Lesson Plan Development Handbook*

([http://www.grrec.ky.gov/CaveWeb/pdf\\_forms/SDI%20SAS.pdf](http://www.grrec.ky.gov/CaveWeb/pdf_forms/SDI%20SAS.pdf)) to identify targeted SDI, classroom accommodations, and supplemental aids and services to meet their students’ needs.

The following are examples of supports that will be implemented:

- Supports to address environmental needs (e.g., preferential seating; planned seating in the classroom, at lunch, during assemblies, and in other locations; altered physical room arrangement; specialized lighting; acoustical treatments)
- Presentation of subject matter (e.g., clarification of key concepts; graphic organizers, alternate presentation of content; planning guides; scaffolded instruction; mnemonics)
- Direct or explicit instruction in content, skills, and strategies (e.g., instruction in the use of graphic organizers, comprehension strategies, writing process, mechanics and usage, math computation and reasoning strategies)
- Pacing of instruction (e.g., breaks; extended processing or response time; complex information divided into chunks or sections)
- Assignment adaptations (e.g., shortened assignments; instructions broken down into steps)
- Multiple means for practice opportunities (e.g., learning centers; games; rhythmic activities; variety of reading materials, including books, magazines, computer software)
- Self-management and/or follow-through (e.g., calendars, study skills; home set of materials to support homework and parent involvement; behavioral intervention plan; use of rubrics or scoring guides)
- Ongoing assessment and use of testing accommodations (e.g., frequent comprehension checks; alternate formats to demonstrate mastery; test read aloud (except reading), extended time)
- Social interaction support (e.g., cooperative learning groups; social skills instruction; peer buddies; positive behavior intervention plan or behavior contract)
- Speech/language therapy, occupational therapy, physical therapy, and counseling
- Systematic progress monitoring to assess the effectiveness of the specially designed instruction
- Training/professional development for school staff regarding identification and implementation of effective and appropriate strategies based on student-specific needs

As described in Sections 3 and 4, the educational program, curricula, and instructional materials we have identified offer a significant amount of supplemental and support materials for students who are behind grade level; these materials and strategies are proven effective with students with disabilities and English language learners as well. In addition, intensive reading and mathematics courses will be provided when necessary for middle grades students performing significantly below grade level.

Our inclusive classrooms will support general education and ESE teachers working together to educate all students in the regular education environment. If a student's needs cannot be met in the regular classroom, even with appropriate supplemental aids and services, the IEP team may determine that pullout for some amount of time is necessary (e.g., very intensive, specialized academic instruction; specially designed instruction in social skills). However, we anticipate that the majority of special education and related services, supplemental aids and services, and accommodations are most effectively and appropriately provided within the general education setting.

Between 2005-06 and 2015-16, regular class placement statewide increased from 55 percent to 73 percent. The pattern for districts within CCPS's size-alike enrollment groups was similar, increasing from 53 percent to 74 percent over the ten-year period. Within CCPS itself, the same upward trend is evident, but the actual rates of regular class placement are significantly lower – they began at 41 percent and increased to 60 percent. During this same period, performance outcome data for students with disabilities statewide has steadily increased. This pattern lends credence to our belief that a robust system of supports implemented within the general education classroom is more likely to result in increased student performance when compared to placement in an ESE classroom.

As part of the school's MTSS and professional development plan, teachers and administrators will always be seeking more effective and efficient instructional strategies, and will be looking to capitalize on resources and trainings available through the district as well as internally. Applying universal design to our classrooms, implementing inclusive scheduling techniques (see *Flexible Scheduling for In-Class Supports: A Blueprint for Change*, Florida Inclusion Network, at <https://wcms.palmbeachschools.org/e/e/wp-content/uploads/sites/62/2016/04/FlexibleSchedulingforInclusivePractices.pdf>), in conjunction with the unique instructional program being implemented at BNS, will enable us to maximize educational opportunities for all our students while relying heavily on push-in services.

**F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

As described in Item C above, all placement decisions are made by the IEP team and are based on the student's individual needs. We believe that Babcock Neighborhood School's unique place-based greenSTEAM program and carefully selected curricula and instructional materials will be most effectively implemented within the general education classroom with robust ESE supports (see Item E). To this end we strongly support push-in inclusive services to the extent possible, particularly for students who are being taught the general Florida standards and who will be assessed through the general FSAs and EOCs.



Placement data statewide support the importance and effectiveness of inclusive placements. During the 2015-16 school year, 73 percent of students with disabilities statewide were served in regular class placement, compared to 74 percent in the size-alike enrollment group and 60 percent in CCPS. In contrast, nine percent were served at the resource level, compared to 10 percent in the enrollment group and 18 percent in CCPS. We believe that the vast majority of students with disabilities being instructed in the general standards are best served through inclusive placements. As described, we will have pullout services available and will not place a limit on the amount of time a student may be removed from the general classroom, but we believe the vast majority of students will be able to be supported within the general classrooms for 80 percent or more of the school day.

**G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

As described in Items C and F above, all placement decisions are made by the IEP team and are based on the student's individual needs. Babcock Neighborhood School will offer general education courses and provide instruction in the general Florida Standards. With few exceptions, students who require separate class placement in order to receive a free appropriate public education (FAPE) are students with the most significant cognitive disabilities who are being taught the Florida Standards Access Points through instructional methods that cannot effectively be provided within a general education setting or students with significant social/emotional challenges that require intensive and specialized behavioral and/or therapeutic interventions. After careful consideration of all of the student's needs and the resources currently or potentially available at the school, if the IEP team determines that the student has needs that cannot adequately be met through the type and amount of supports BNS can provide, the team, including the district LEA representative and the parent, will determine an appropriate placement. We believe that by working in collaboration with CCPS we will be able to ensure the appropriate placement of students with disabilities within the full continuum of services available within the district.

**H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).**

All classroom teachers and ESE service providers will have access to their students' IEPs; be informed of and understand their roles in implementing them; be provided the resources and supports they need to implement them; and be held accountable by the school's administration for their implementation.

We understand the scheduling challenges faced by inclusive programs seeking to provide all of the academic and behavioral supports students with disabilities need within the general education setting, and the importance of ensuring fidelity to the schedules once established. The principal or designee will work with the ESE teacher(s) and guidance counselor to ensure reasonable and effective schedules are developed. A system will be implemented for school employees and contracted staff to log services as they are provided in accordance with the students' IEPs. The principal or designee will oversee this process.

Reports of progress towards annual goals will be provided to parents in accordance with the IEP (e.g., quarterly in conjunction with report cards). In addition, students with disabilities will continue to receive tiered interventions in accordance with identified needs and be subject to the same progress monitoring procedures as all other students as described in Section 5.

**I. Identify the staffing plan, based on the above projection, for the school’s special education program, including the number and qualifications of staff.**

Based on projected enrollment, we believe we will initially require one ESE teacher, with additional teachers added as enrollment increases, and an additional guidance/coordinator position to support the program. The projected ESE staffing plan is based on ratio goals of 1:25 for elementary grades and 1:30 for middle school. A ratio of 1:40 is proposed for gifted students, with the expectation that at least one teacher per grade level will hold gifted endorsement. This endorsement will be a consideration during the hiring process and all teachers will be encouraged to obtain credentials in this area.

|                                      | Ratio | Y 1 | Y 2 | Y 3 | Y 4 | Y 5 | Y 6  | Y 7  | Y 8  | Y 9  |
|--------------------------------------|-------|-----|-----|-----|-----|-----|------|------|------|------|
| <b>Total Enrollment</b>              |       | 76  | 94  | 134 | 170 | 294 | 418  | 542  | 666  | 764  |
| K – 5 Students with Disabilities     | 1:25  | 13  | 16  | 23  | 29  | 39  | 49   | 58   | 68   | 85   |
| 6 – 8 Students with Disabilities     | 1:30  | 0   | 0   | 0   | 0   | 11  | 22   | 34   | 45   | 45   |
| Total                                |       | 13  | 16  | 23  | 29  | 50  | 71   | 92   | 113  | 130  |
| <b>ESE Teacher(s) – Disabilities</b> |       | 1.0 | 1.0 | 1.0 | 1.5 | 2.0 | 2.5  | 3.0  | 3.5  | 4.0  |
| K – 8 Gifted Students                | 1:40  | 2   | 2   | 3   | 4   | 5   | 7    | 8    | 9    | 12   |
| 6 – 8 Gifted Students                | 1:40  | 0   | 0   | 0   | 0   | 2   | 3    | 5    | 6    | 6    |
| Total                                |       | 2   | 2   | 3   | 4   | 7   | 10   | 13   | 15   | 18   |
| <b>Gifted Teachers</b>               |       | 0*  | 0*  | 0*  | 0*  | 0*  | 0.25 | 0.25 | 0.25 | 0.25 |

*\* Given the very small number of gifted students anticipated, we will utilize gifted-endorsed grade level teachers to provide gifted services and support the program until the number of students warrants a dedicated part-time position.*

The principal and designated ESE specialist will work with the ESE teachers to ensure required services are being provided to the students. In addition, we are cognizant of the fact that this staffing plan may need to change as we learn more about the specific students who apply to our school. For example, if the students who apply require more direct services, the teacher: student ratio will need to be reduced, requiring additional ESE staff. The principal will work with the ESE staff to determine the appropriate ratios based on the current student needs, and then work with the school’s Board of Directors to ensure the budget properly reflects the necessary staffing resources to meet the needs of the ESE department.

We expect to utilize contracted services for speech and language for a period of time until caseloads warrant hiring our own SLP, and continue to rely on contracted providers for related service such as occupational therapy, physical therapy, counseling, and other specialized services that may be needed. All ESE teachers will hold ESE certification required for their positions; all other ESE service providers will meet the required licensure and/or certification requirements pertaining to their area of related service. The ESE specialist will have demonstrated experience in teaching students with disabilities, and will receive targeted professional development and training related to ESE compliance.

**J. Describe how the school’s overall effectiveness in serving exceptional education students will be evaluated.**

At the most basic level, Babcock Neighborhood School's effectiveness in serving ESE students will be measured by the students' progress toward meeting their annual goals, which will be reported to parents at least quarterly. Annual goals on the IEP serve somewhat as benchmarks toward the ultimate goal, which is for all students to learn and grow through their educational experiences, and achieve to their highest potential. Given this ultimate goal, perhaps a more telling evaluation is the students' performance on the same formative and summative assessments that are administered to all students. Both students with disabilities and gifted students will be assessed on an ongoing basis along with their general education peers. The MTSS leadership team will disaggregate student data by the following subgroups as part of its routine monitoring of core and supplemental instruction: race/ethnicity; English language proficiency; disability under IDEA and Section 504; giftedness; and socio-economic status.

In addition to evaluating ESE program effectiveness in terms of student outcomes on the statewide assessments (i.e., FSAs; EOCs), staff will analyze student achievement data on the following to identify deficiencies and apply instructional strategies to raise student performance:

- baseline and interim assessments reading, writing, mathematics, science, and civics;
- chapter or unit curriculum-based assessments;
- course grades; and
- teacher observation and student work products.

The school will engage in annual compliance reviews, either independently or in collaboration with an CCPS ESE specialist assigned to work with the school. Other measures to assess the quality of the program will include feedback from students, parents, and staff on the School Climate Survey and results from the FLDOE survey for parents of guardians of students with disabilities, to the extent results may be available at the school level.

Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of ESE teachers and general education teachers in professional development opportunities provided by the state and CCPS ESE department that focus on writing high quality IEPs, the use of research based instructional strategies for special education students, and implementing accommodations in the general education classroom.

**K. Describe how the school will serve gifted and talented students.**

BNS will provide educational services to students eligible for gifted services as defined in the CCPS Exceptional Student Education Policies and Procedures (SP&P), including the district's plan for increasing the identification of students from traditionally underrepresented groups.

As with students with disabilities, the district is responsible for conducting initial evaluations in collaboration with the school of students referred for potential gifted placement. Once the evaluation is complete, the district will convene a team to determine if the student meets eligibility requirements in accordance with State Board of Education rules and the CCPS SP&P. If a student is determined to be eligible for gifted services, an educational plan (EP) will be developed. In addition to the LEA representative assigned by the district, the EP team will include at least one of the student's general education teachers and the BNS gifted teacher.

In its document entitled *Florida's Plan for K-12 Gifted Education* (2013), FLDOE describes the attributes of an appropriate and high quality gifted program. One example is the Parallel Curriculum Model (PCM), an integrated framework and set of procedures for designing rigorous and highly motivating curriculum that attends to important student differences. PCM addresses

“ascending intellectual demand” to meet the needs of learners as they become more advanced, providing tasks that call for a higher degree of complexity and understanding and products calling for evidence of increased understanding. The school’s place-based greenSTEAM program is ideally designed to provide a qualitatively differentiated curriculum like the PCM that provides opportunities for gifted students to:

- learn the core knowledge (enduring facts, concepts, principles, and skills) within a discipline;
- learn about the numerous relationships and connections that exist across topics, disciplines, events, time, and cultures;
- transfer and apply knowledge using the tools and methods of the scholar, researcher, and practitioner; and
- develop intrapersonal qualities and develop their affinities within and across disciplines.

As can be seen, the tenets of the PCM are those of Babcock Neighborhood School.

The service delivery models we propose to implement are support facilitation (see Item E above) or cluster grouping, depending on the number of students and level of need. As described in the Gifted State Plan, cluster grouping is “an effective way to meet the needs of learners in situations where a small number of students need to be served and a full-time class is not warranted. In this case, a cluster of students with similar abilities are grouped together with a teacher who designs learning activities and projects to meet their needs.” The classroom teacher holds gifted endorsement in addition to the required certification, and clearly documents in lesson plans curriculum modifications and differentiation to address the EP goals.

## **Section 7: English Language Learners**

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.**

Babcock Neighborhood School is committed to preparing and equipping our bilingual, bicultural, and bi-literate students for success in high school, college, and career. English language learners enrolled in BNS will be served by ESOL certified personnel who will follow the CCPS ELL Plan. We will fully comply with all applicable provisions of State and Federal law relating to ELL students, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and the Multicultural Education, Training, and Advocacy, Inc., (META) Consent Decree resulting from the League of United Latin American Citizens (LULAC) et al. v. Florida State Board of Education (1990). We will use CCPS procedures and forms to implement and document all ESOL requirements.

Upon approval of this application, we will work closely with the district ESOL program to ensure full understanding of and compliance with the district's plan. Training will be provided to all school staff as needed, including administrative support staff handling student registration. We understand that the district ELL Plan in place at the time of this writing will expire in 2016, and a new plan will be in place when the school opens in 2017. What follows below reflects our understanding of the requirements related to the current plan.

The school's ESOL coordinator will be responsible for implementing the ESOL program. Ultimate responsibility for the ESOL program, however, lies with the principal, and he or she will appropriately complete and sign ESOL notices sent to parents annually, whenever there is a programmatic change, or when the student is exited from the program.

### **Identification**

Parents or guardians who wish to enroll (register) any child, including a potential ELL student, must comply with all of the school district's policy requirements by providing proof of residency, physical examination, appropriate immunizations, and date of birth. Parents of all incoming new students must complete the CCPS registration form, of which the home language survey (HLS) is a part. The HLS asks for the Date Entered U.S. School (DEUSS) and includes the following questions: (1) Is a language other than English used in the home?; (2) Did the student have a first language other than English?; and (3) Does the student most frequently speak a language other than English?

A home language survey is completed during the registration process. Any survey with at least one affirmative response will be directed to the principal or designee (e.g., ESOL coordinator/teacher) for assessment. A WIDA screener must be administered within 20 days of enrollment. It is our expectation that this will occur on the day of enrollment whenever possible, but no later than within one week of enrollment. WIDA cut scores for the grade level will be applied.

Students who score below proficient are eligible for ESOL services. In addition, any student who scores in the fluent range on the WIDA screener may be referred to the ELL committee for review and may be determined eligible for ESOL support. The committee's decision will be based on the data sources including but not limited to written, objective input from current and

previous instructional and supportive services staff and level of mastery of basic competencies or skill in English and/or the home language measured through criterion referenced tests.

### **Placement**

Programmatic placement of ELL students new to the district will take place at the school. At the time of registration, the principal or designee will meet with the student and parents to review transcripts and available records. All students without records will be placed in the age-appropriate grade level. Students with limited or no prior school records will be assessed to determine appropriate course scheduling. If an ELL reenrolls in the school after having been out-of-district for less than one year, school staff will meet with the parent to determine program eligibility and appropriate placement. Students who have educational records from their home country will be placed in grade level/courses based on these records. Students will not be enrolled in lower grade level based solely on their English proficiency. Any consideration of placing an ELL student in a lower grade would be referred to the district and would only occur upon the district's recommendation and approval and with the agreement of the parent.

### **ELL Student Plan**

The ELL student plan identifies the student's name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit, and assessment data used to exit the student as English proficient. CCPS forms will be used to document the plan, and all participant, content, and documentation requirements will be followed. The plan will be completed and signed by the ESOL teacher and retained in the student's file. Each eligible ELL's plan will be updated annually to ensure it meets the student's needs and reflects the current services being provided.

### **Access**

All students, including ELLs, will be provided full and equitable access to all services and programs implemented by the school, including compensatory, dropout prevention, enrichment, extended day, and other supportive services. All courses available to BNS students will be available to ELL students. ELL students will receive the necessary accommodations for classroom instruction and statewide assessments. Testing accommodations include, but are not limited to, additional time for assessments, oral presentation of test directions, flexible setting, small group for testing, and more. The needed accommodations will be documented on the ELL student plan.

### **Communication with Parents**

We anticipate utilizing the district's Focus Management System to maintain student schedules, classes, progress monitoring assessments, and other evaluation results, and to develop the ELL student plan. Parent notification is embedded in the process, and parents will be notified of the Focus System in order to monitor their student's progress at will. All written and oral communication with parents will be in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible. It is our understanding that ESOL forms used by the district are available in Spanish, French, and Haitian Creole, and that there are readily available electronic translation tools in the event additional languages are required.

**B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.**

**Instructional Program**

As a relatively small school, BNS will implement Mainstream/Inclusion – English and Mainstream/Inclusion – Core/Basic Subject Area models in the same manner as the traditional elementary and middle schools within the district. Students classified as ELLs will be placed in grade level classes with fluent English speakers. The classes will be taught by teachers who are endorsed or certified in ELL and/or otherwise appropriately trained in accordance with the LULAC Consent Decree. Classroom attributes found to be associated with positive outcomes for ELLs that are embedded throughout BNS include: explicit skill instruction; student-directed activities; instructional strategies that enhanced understanding; opportunities to practice; systematic student assessment and monitoring; and a balanced curriculum.

**Educational Practices**

The use of collaborative project-based learning activities encourages students to develop linguistic and academic skills simultaneously. Similarly, projects that include things such as panel discussions and/or debates require teams to research, develop, and articulate their viewpoints. Strategies such as these will help the students in developing the ability to organize information and draw conclusions. Our ELLs, as with all BNS students, will be encouraged to speak out in class as much as possible. Authentic learning activities will provide students with exposure to a variety of different materials (e.g., news articles, research papers and reports, internet blogs, literature). All teachers in all courses will incorporate instructional models that support ELLs, including:

- Providing opportunities for authentic English communication, such as encouraging conversations, role-playing, questioning, brainstorming, and other opportunities to send and receive oral messages
- Using technology effectively to engage ELL’s motivation, developing writing and editing skills, and tapping into the collaborative potential of class websites and blogs
- Presenting ELLs with challenging curricular content that involves authentic reading and writing experiences linked to their cultures while providing textual choices as well as meaningful content
- Setting high expectations and focusing on achievement rather than language proficiency; placement in challenging classes with quality instruction enables students to learn more
- Encouraging teachers to recognize and appreciate socio-cultural factors by demonstrating awareness of students’ backgrounds and their prior literacy experiences
- Training teachers to understand the challenges and benefits many ELLs experience when learning a second language (e.g., understanding implicit cultural knowledge and norms; developing metalinguistic awareness; learning to code switch and translate; dealing with political, cultural, and social dimensions of language status issues; negotiating disparities between home/community and school literacy practices)

- The WIDA English Language Development (ELD) Standards that represent the social, instructional, and academic language that ELLs need to engage with peers, educators, and the curriculum

Scaffolding is one of the strategies integrated into project-based learning that also has been proven to be effective with ELLs. Scaffolding techniques in which our teachers will be trained and that will be used routinely include bridging, contextualization, schema-building, text representation, and metacognitive development. Effective instruction for ELL students requires teachers to continuously assess students, adjust the scaffolding to match their strengths and needs, and pay attention to their language development and cultural backgrounds in order to ensure that they become autonomous and successful learners. Our teachers of ELL students will be held accountable for ensuring this occurs. They will be required to document the specific ESOL strategies they are utilizing within their classes in their lesson plans, which will be regularly reviewed by administration. Verification will occur during formal and informal observations (e.g., principal walk-throughs).

### **Strategies**

Teachers will be trained in a variety of strategies that support ELLs, students with disabilities, and other struggling students. Examples include:

- Providing a climate of warmth and caring which nurtures a sense of comfort
- Seating the student close to the front of the room
- Establishing a daily routine in the classroom and preparing the students for any changes
- Using as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Providing clear guidelines for written work and homework assignments
- Providing alternative instruction whenever the class lessons are extremely difficult for the student
- Utilizing oral techniques, such as cueing, modeling elicitation, and chunking
- Utilizing graphic organizers such as webbing and semantic maps
- Modifying lesson objectives according to the language level of the student
- Writing key words and notes on the board
- Using listening devices such as tape recorders and language masters to build vocabulary and listening comprehension
- Developing reading skills by reading to students and by matching materials to meet both language needs and student interests
- Supporting vocabulary development by using books that have built-in predictability
- Using books that have illustrations that support and extend meaning as a springboard for discussions and writing assignments
- Using flash cards and pictures to build vocabulary
- Using manipulatives to help students visualize the math concepts
- Teaching math concepts and computation procedures through games and kinesthetic activities
- Allowing students to use computational aids such as number lines, abacus, counters, and computation charts



- Giving practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilizing the cooperative learning approach in which the student is given the opportunity for peer instruction

Effective instruction for ELL students requires teachers to (1) continuously assess students, (2) adjust the scaffolding to match their strengths and needs, and (3) pay attention to their language development and cultural backgrounds in order to (4) ensure that they become autonomous and successful learners. Teachers will be required to include in their lesson plans strategies to meet the needs of their special student populations, including ELLs and students with disabilities. The principal will use this information to inform his/her “walk-throughs” to ensure ELLs are receiving the type and quality of instruction they require to support their linguistic needs. Specifically, the principal will be looking for evidence of such things as: bilingual dictionaries in use by students and teachers; extended time and flexible setting to meet ELLs needs; bilingual support, to the extent possible, for the lowest level ELLs; active engagement of ELLs in classroom activities and lesson; documentation of specific consideration of ELLs in teachers’ lesson plans; integration of the WIDA English Language Development Standards in teachers’ lesson plans; and, overall, teacher awareness of the ELL levels and unique needs within their classrooms.

**C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.**

**Annual English Language Proficiency (ELP) Summative Assessment**

Florida recently adopted the World-class Instructional Design and Assessment (WIDA) English language proficiency standards and has joined the WIDA consortium of states. As a result, the state is transitioning from the CELLA to a new uniform statewide assessment for all ESOL students. In 2015-16, the WIDA Consortium began administration of ACCESS for ELLs 2.0. An online assessment will replace the current paper-based version of ACCESS for ELLs for grades 1-12, although a paper-based assessment will continue to be available according to each state’s guidelines for the new assessments. WIDA will also provide a free screener. It is our understanding that Florida will be implementing the paper-based format, at least initially.

As described in Section 5, student performance on the ACCESS for ELLs 2.0, FSAs, and EOCs are used to assess progress and measure success at the most “formal” or standardized level. In addition, less formal formative and summative assessment of ELLs will occur throughout the year through curriculum based placement tests, benchmark and interim assessments, class assignments and tests, informal observations, and other routine assessment activities. BNS administrators and teachers monitor the progress of all students throughout the year. Monitoring and evaluation is applied at the school, classroom, and individual levels, and ELLs are one of the sub-groups whose progress is closely scrutinized by the MTSS team.

**Exiting and Post Re-Classification Reviews**

In accordance with Rule 6A-6.0903, F.A.C., an ELL is determined English language proficient and exited from the ESOL program upon obtaining scores of “Proficient” (5.0 overall with no less than 4.0 in each domain) at the applicable grade level on each subtest of the ACCESS for ELLs and, for students in grades three through nine, a passing score on the grade level FSA in English language arts. Once the ACCESS for ELLs and FSA ELA scores are released, the school

will exit the student on the last day of the school year. If the scores are released over the summer, the student will be exited within two weeks of the beginning of the next school year using the last date of the previous school year as the exit date.

However, upon the request of a student's teacher, counselor, administrator, or parent, an ELL student being considered for exit may be reevaluated convening the ELL Committee at any time. In addition to the results of the ACCESS for ELLs or other FLDOE-approved assessment instrument, the ELL Committee will review the student's academic record holistically, including: the extent and nature of prior educational or academic experience, social experience, and a student interview; written recommendation and observation by current and previous instructional and supportive services staff; level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any; grades from the current or previous years; and, test results from tests other than the state assessment. If a majority of the Committee determines the student is English language proficient, the student will be exited from the program. However, if a majority of the Committee determines that the student is not English language proficient, the student will remain enrolled in the program. The parents' preference as to whether a student is determined English language proficient or not English language proficient will be considered in the final decision. For a student with a disability, the Committee also will consider the impact of the disability in its decision.

We will follow the CCPS procedures for conducting post-reclassification reviews using the Post Reclassification Monitoring Form on the Focus System. The ESOL coordinator and the student's ELA teacher will be responsible for monitoring the follow-up of students who have exited the program. At a minimum, reviews will be conducted after the first and second grading periods, one year from the exit date, and two years from the exit date. As described in the district plan, if a student is not on grade level, a referral to the ELL committee will be made. Based on thorough review of the student's report cards, work samples, standardized assessment results, classroom performance and other teacher and parent input, the committee will determine whether the student should be reclassified as an ELL and re-enter the ESOL program. The committee may also refer the student to the PS/RtI team if the student's challenges appear unrelated or only minimally related to English language proficiency.

**D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.**

Based on the demographics of neighboring schools, we anticipate approximately two to three percent of our students will be ELLs. According to enrollment projections, that would be approximately two students in Year 1, growing to approximately 20 students by full enrollment in Year 7. We understand that a bilingual paraprofessional or teacher is required at schools with 15 or more ELLs who speak the same language.

The guidance counselor or other staff member designated by the principal will serve as the ESOL coordinator. We will actively recruit teachers, paraprofessionals and parent volunteers who speak the home languages of our ELL students (primarily Spanish). We will give priority to teacher applicants who hold Florida ESOL endorsement. It is our understanding that most recent Florida college graduates have had the required ESOL courses and already have this endorsement. While not a requirement for being hired, teachers who do not hold ESOL endorsement will be strongly encouraged to seek it beginning their first year. However, if a teacher without ESOL endorsement has an ELL student in his or her classroom, the teacher will

be required to seek such endorsement as a condition of continued employment. We hope to work with the district to access ESOL professional development through its contract with Beacon Educational Services or other available programs. We will ensure that at least one teacher at each grade level holds the endorsement, so that services such as assessment and coordination of the ELL plan can be accomplished by that teacher. At least one member of the PS/RtI team also will hold the endorsement in order to appropriately represent and support ELL students.

## Section 8: School Climate and Discipline

**A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**

Babcock Neighborhood School strives to prepare students to become independent, creative and compassionate lifelong learners, leaders and problem solvers. To this end, we've created a thoughtfully prepared, holistic learning environment that values and nurtures the whole child: mind, body and spirit. The classroom is the epicenter of the school experience for our students. The classrooms at BNS are tidy, well-organized and peaceful, promoting a safe and orderly learning environment. Our teachers serve to guide the students not only in their academic endeavors but in their personal and behavioral growth, as well.

One of the primary premises of our school culture is respect: for nature, for the school environment, for the learning process, and for each other. We teach students about respect by providing them freedom to make choices (and mistakes) within firm boundaries. At BNS, we prize our "mistakes" as teachable moments and learning opportunities. Sometimes these "mistakes" will present themselves as a failed hypothesis; other times, the mistakes will be social or emotional in nature. As we nurture the whole child, we allow students to see the natural consequences of their behaviors and encourage them to make positive, respectful decisions going forward. Creating a culture of respect reaffirms each student's self-worth and helps them find their role in the larger, more diverse school community.

By nurturing independence in students, we teach them to become problem solvers who seek fairness and justice. We foster compassion, not only for others but for the self. BNS sees Restorative Justice as a key factor in reaffirming self-worth, teaching compassion, and problem solving with equity and justice in mind. Restorative Justice, currently being piloted in selected Charlotte County Schools, is defined by the district as "a system of school discipline that provides school leaders and teachers with collaborative solutions for selected disciplinary violations. Restorative justice in schools emphasizes repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. Such solutions include, but are not limited to Peer Mediation, Peer Accountability Boards, Conferencing and Circles." Given the collaborative learning environment and the focus on student-centered solutions at BNS, we see Restorative Justice as a natural fit that promotes student responsibility and strengthens the bonds of community between students and staff.

**B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G.**

*Taken together, the narrative and code of conduct (if provided) should:*

- ✓ *Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;*

- ✓ *List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;*
- ✓ *Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;*
- ✓ *Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;*
- ✓ *Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion as a result of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and*
- ✓ *Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.*

Babcock Neighborhood School will use the Charlotte County Public Schools Code of Student Conduct, which establishes a framework for a safe learning environment. Additionally, BNS will create a school climate built on independence, personal responsibility, compassion, collaboration, respect and community. The Code of Student Conduct and the school climate at BNS will be the guidelines for ethical and respectful conduct from students and staff at BNS.

Teachers serve as the first touchpoint for guiding students toward ethical, respectful conduct. Teachers will be expected to have a classroom management plan and to share a copy of their plan with the principal at the start of each year. This plan should identify how students will be corrected, when necessary, how parents will be informed of classroom issues, and what steps the teacher will take to correct behavior. When a student missteps, as children do when they are learning, the teacher refers to the classroom rules and the principles of respect, compassion and community that serve as the guidelines for conduct at BNS. If possibilities for resolving student behavioral issues are exhausted at the classroom level, including a conference with both the student and the student's parent/guardian, or the offense is egregious, then the student may be referred to the administration for assistance. The principal will then make a good faith effort to understand all issues related to the problem. BNS teachers and administrators will be trained in Restorative Justice, a program being piloted by Charlotte County Schools, in an effort to ensure that issues are dealt with both justly and collaboratively, reaffirming the sense of community at BNS. At its core, a meeting with the principal or assistant principal will serve as a learning opportunity for the student to implement a positive change in behavior.

The principal or designee will exercise professional judgment in determining consequences for a Code of Student Conduct violation, in accordance with Charlotte County policies. The definitions provided in *Appendix II: Definition of Infractions* will be used to appropriately classify student misconduct. *Appendix III: Matrix of Infractions and Possible Consequences* will guide decisions regarding consequences. Parents will be notified of a referral on the day of occurrence, either by sending a copy home or by making telephone contact or both.

Babcock Neighborhood School administrators and teachers will preserve the integrity of the disciplinary process at the school. All staff will be expected to model leadership, compassion, respect, collaboration, and responsibility. The principal or designee and assistant principal have the authority to suspend students as appropriate. The due process guidelines found in the Charlotte County Code of Student Conduct will be followed in all circumstances. As required by

the law and the Code of Student Conduct, appropriate consideration will be given to a student's status as a student with a disability under IDEA or Section 504.

We understand that the authority to expel students lies with the district and not with individual schools, including charter schools. BNS will follow Charlotte County Public Schools' change of placement for recommendation of expulsion procedures for a student exhibiting serious or repetitive violations of the Code of Student Conduct. Expulsion hearings will be conducted by Charlotte County Public Schools; the final decision regarding expulsion will be made by the School Board of Charlotte County.

### **Discipline and Students with Disabilities**

BNS understands that specific protections with regard to discipline apply to students with disabilities that do not apply to nondisabled students. We will adhere to the disciplinary procedures mandated by the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, and the Charlotte County Code of Student Conduct. The protections apply to students with disabilities who have individual educational plans (IEPs) or Section 504 plans, and also apply to students not yet determined eligible but for whom the school is deemed to have knowledge that the student may have a disability in accordance with IDEA and State Board of Education Rules.

In accordance with district policy, "An Individual Education Plan (I.E.P.) manifestation meeting shall be convened before the disabled student has been suspended for ten (10) cumulative school days in any school year. If that is not possible, an I.E.P. meeting shall be held anytime before the end of the 10<sup>th</sup> day of suspension. At the I.E.P. meeting, the appropriateness of the student's placement must be reviewed and any appropriate changes should be made. The I.E.P. committee shall consider whether the student's misconduct is a manifestation of his/her disability. Expulsion of an identified student with a disability constitutes a change in placement, not an exclusion from educational services, and shall only occur when no relationship exists between the misconduct and the disabling condition." We will work directly with the Charlotte County ESE liaison, if faced with situations regarding a manifestation meeting to ensure compliance with district, state and IDEA guidelines.

## **Section 9: Supplemental Programming**

- A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.**

At this time, we do not have any extra-and co-curricular activities planned. Once the school opens we will survey the students, parents, and teachers to identify interests and offer activities aligned with those interests.

## II. ORGANIZATIONAL PLAN

### Section 10: Governance

**A. Describe the school’s existing or planned legal status, including non-profit status and federal tax-exempt status.**

Babcock Neighborhood School (BNS) will operate under the guidelines of the Florida Department of State as a not-for-profit and will file for status as a 501(c)(3) Not for Profit Organization.

**B. Provide the following documents, if available, as attachments:**

- The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
- 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
- Governing board by-laws – Attachment J
- Governing board code of ethics and conflict of interest policy – Attachment K

The articles of incorporation, governing board by-laws, and governing board code of ethics and conflict of interest policies are provided as Attachments H, J, and K, respectively.

Given that the 1023 Application for the 501(c)(3) federal tax exempt status will need to include the Charter Application and Charter Contract, the 1023 Application will be filed once the Charter Application and Charter Contract are approved.

**C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.**

#### **Governance Structure, Roles, Powers, and Duties**

The Babcock Neighborhood School Governing Board (Board) establishes and implements the school’s mission and vision, sets forth the philosophies and values that guide school operations, and is fully responsible for the governance and accountability of the school. Governing Board members will receive no salary or other compensation, other than reimbursement of expenses as approved by the Board. General duties and responsibilities include:

- Approval of all policies and procedures used at the school (procurement authority, non-discriminatory hiring and retention, enrollment, etc.)
- Financial review and fiduciary oversight
- Annual adoption and maintenance of an operating budget
- Adherence to Florida Government in the Sunshine laws
- Setting the salary schedule
- Approval of personnel recommendations from the principal
- Annual evaluation of the principal and the school
- Review of student discipline procedures and appeals
- Negotiations and execution of all contracts



- Compliance with Florida statutes and State Board of Education rules, FLDOE policies and procedures, and the terms of the charter contract
- Submitting required reports to the district
- Establishing annual and long-term goals for the school and evaluating progress
- Continuing oversight over charter school operations

In accordance with section 1002.33(9)(j), F.S., the Board also is responsible for:

- Retaining the services of a certified public accountant or auditor for the annual financial audit, who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan in the event such a plan should become necessary.
- Monitoring a corrective action plan or financial recovery plan, if required, in order to ensure compliance.
- Participating in governance training approved by FLDOE, which must include Government in the Sunshine, conflicts of interest, ethics, and financial responsibility.

Pursuant to s. 1002.33(7)(d)1., F.S., the Board will appoint a representative to facilitate parental involvement, provide access to information, assist with questions and concerns, and resolve disputes. The representative will reside in Charlotte County and will be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the school website.

### **Committee Structure**

The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committee may be made up of Board members and non-Board members. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in the Bylaws.

### **Interaction with Principal/Advisory Bodies**

The principal, hired by and reporting directly to the Board, is responsible for all aspects of daily school operations, including implementing policies adopted by the Board and ensuring the school is successful and performance goals are met. The principal identifies qualified candidates and makes hiring recommendations to the Board. All staff and faculty positions fall under the purview of the principal, and the principal is responsible for their evaluations. When an assistant principal is hired, some positions may report directly to that person. However, the principal will remain the designated authority. The principal is evaluated annually by the Board.

The principal is not a member of the Board, but attends all meetings, reports to the Board at regular intervals about school operations, and presents recommendations on subjects under consideration prior to action taken, if requested. The principal also serves as the liaison between the school and the district.

Consistent with state charter school rules and policies, a School Advisory Council (SAC) will advise the Governing Board on policies relating to instructional and curricular concerns,

budgetary priorities, community relations, and other issues identified by the Board. SAC membership will reflect an equitable balance between school employees, parents, and community members. If possible, at least one community member will represent the business community. The role of the SAC is strictly advisory.

**D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.**

The Governing Board meets at least once per quarter. Regular board meetings will be held at the school facility. A quorum is required before the Board can take any action, and actions taken by the Board require a majority vote of members present. Workshop meetings may be called by any member and convened at any time between regularly scheduled Board meetings. BNS Governing Board meetings will be open to the and public and comply with s. 286.011, F.S., unless confidentiality is required by law.

A proposed agenda for all board meetings will be posted at the school at least five days prior to the meeting. The parent or legal guardian of any child enrolled in the school, a teacher, or any member of the public with an issue for board consideration may add an item to the agenda or ask to be included in the meeting agenda by submitting a written and signed request to any board member by noon on the date of the scheduled meeting. Parents will be provided with written notice regarding the process for attending and bringing matters to the attention of the board. The BNC Governing Board will vote on and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

**E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.**

The current Board consists of three highly educated, professional members with a mixture of corporate and educational experience (i.e., two Florida Gulf Coast University education professors and a member of the local business community) and one vacancy; the size may increase to up to seven members. Specific skills and areas of expertise of the current members are provided in the attached Board Member Information Forms. The Board will regularly review the collective strengths and expertise of its members, with a focus on garnering expertise in the following areas: accounting; auditing; community service; curriculum development; education and teaching; educational leadership; fundraising; entrepreneurship; human resources; legal issues; management; marketing; public relations; real estate; and strategic planning.

**F. Describe how board members have been and will be selected including term limits and selection of officers.**

BNS recruits Board members who are qualified, in terms of training, education, and experience, and who have garnered credibility and respect. Board members will be recruited as a seat becomes available. Each member of the Board will have a three-year term and may be reelected for up to two consecutive terms. The Board will choose officers from among its members to include a President, Vice President, Treasurer, and Secretary. Officers will be elected at a duly organized Board meeting and notice of intent to elect an officer will be included in the public announcement in accordance with Sunshine Law requirements.

The Sole Member of the Corporation shall be Babcock Ranch Foundation, Inc. a Florida non-profit corporation (the “Member”), which will provide fundraising and other support to the Corporation for operation of one or more charter schools. The “Member” shall have the authority to approve the board members as set forth in the bylaws.

**G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.**

We have and will continue to identify highly qualified individuals who are committed to the mission and vision of Babcock Neighborhood School to serve as Board members. Members have the experience to establish policy consistent with the school’s mission and ensure that programs and operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements.

The Governing Board contributes to the school’s success through its initial leadership and ongoing operational oversight as it governs all aspects of the school, including student academic performance and school sustainability. The higher education and K-12 educators on the Board provide a strong foundation in both pedagogy and educational accountability that will be an invaluable resource as the school evolves.

Board members take very seriously their fiduciary responsibility to oversee the school’s expenditure of public and private funds. This responsibility includes oversight of procurement practices; monitoring business and financial policies; and providing guidelines for sound financial management practices. The principal will work with the back office services provider and Treasurer to develop and submit to the Board for discussion and approval a balanced annual budget prepared in accordance with the timelines set forth by the District. The Board will regularly review the budget in comparison to the actual spending and enrollment at key times each year, adjusting it as necessary throughout the year to provide clear direction to the principal regarding spending.

The Board will perform ongoing assessments of operations and programs to determine whether the school has met its stated goals and will also routinely assess its own performance. Through strategic planning, Board members will participate in the development of short- and long-term plans for the school. In addition, as described in the bylaws the Corporation (school) will have a sole member (as described above) of the corporation which shall provide fundraising and other support to the school.

The Board will present an annual progress report to CCPS. This report will include: (1) school progress towards achieving the goals outlined in the Charter; (2) information required in the Annual Accountability Report, pursuant to s. 1002.33(9)(1), F.S.; and (3) financial records, including revenues and expenditures. The Board will seek input from and communicate decisions to the community and will be fully accountable to Charlotte County Public Schools and the community.

**H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Governing Board Member Information Sheet (template provided), and 2) résumé.**

| Name                       | Current or Prospective Board Member? | Role on Board (e.g., Member; President) | Submission Requirements   |
|----------------------------|--------------------------------------|---|---|
| <i>Robert Kenny, Ph.D.</i> | <i>Current</i>                       | <i>TBD</i>                              | <input checked="" type="checkbox"/> Information Sheet<br><input checked="" type="checkbox"/> Résumé |
| <i>Dorothy Rea, Ph. D</i>  | <i>Current</i>                       | <i>TBD</i>                              | <input checked="" type="checkbox"/> Information Sheet<br><input checked="" type="checkbox"/> Résumé |
| <i>Margaret Biener</i>     | <i>Current</i>                       | <i>TBD</i>                              | <input checked="" type="checkbox"/> Information Sheet<br><input checked="" type="checkbox"/> Résumé |

**I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.**

The Governing Board has been recruited from a pool of local educational, business, and community leaders who want a highly successful public charter school in their community. The Board is working with members of the school community and other stakeholders to recruit interested and qualified applicants to fill the remaining position(s); vacancies will also be posted to the school website. The process will ensure that the Board is fully staffed with a diverse group of individuals who bring to BNS different perspectives but equal passions.

The current Board will meet with potential members to share the school’s vision. Potential members will complete an application and interview with the Board. Board members will examine applicants' qualifications, experience, skills, motivation, demeanor, and availability to serve effectively. Once applicant's references have been verified, the individual will be recommended for appointment (if there is a vacancy) or for nomination during the next election period (if no vacancy). Applicants will have the opportunity to speak at the next scheduled Board meeting and will receive written notification of the Board's decision. Once selected, members will undergo fingerprinting and background screening within 30 days of the nomination.

All new members will participate in orientation to familiarize them with the mission, climate, and academic progress of the school. Florida charter school statutes and the BNS Board procedures and duties, articles of incorporation, by-laws, code of ethics, conflict of interest policies, annual budget, staff and student handbooks, and most recent financial statement will be reviewed.

Charter school governing boards to participate in FLDOE-approved governance training in areas that include governance in the sunshine, conflicts of interest, ethics, and financial responsibility. Upon approval of the charter application, the founders will select a provider and training plan from FLDOE’s approved list. The training will be completed within three months of approval for all founding board members and within three months of a new board member joining the board. In addition, board members will be required to complete a two-hour refresher course every three years, to be provided by an FLDOE-approved trainer. It is also our intent that all Board members will attend the annual state charter school conference.

**J. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.**

The BNS Governing Board operates under a code of ethics that maintains the highest integrity and commitment to serving the students, school, and community, and expects all administrative, instructional, and support staff members to adhere to the Code of Ethics of the Education Profession in Florida and the Principles of Professional Conduct for the Education Profession in

Florida. The Board has adopted a comprehensive conflict of interest and anti-nepotism policy (see Attachment K) that describes the Board's ethical standards and procedures for identifying and addressing conflicts of interest. All instructional personnel and school administrators will be required to complete training on the standards.

**K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school's governing board and leadership.**

In accordance with 1001.452(1)(a), F.S. BNS will have a School Advisory Council (SAC). They will assist in the preparation and evaluation of the school's improvement plan. The SAC will be composed of the principal and an "appropriately balanced" number of teachers, support staff, students, parents, and members of the community. The SAC will report directly to the board.

**L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.**

Babcock Neighborhood School places high value on parental involvement and will strive to foster an open exchange of ideas and collaboration. Through regular communication with parents, we hope to create positive relationships built on mutual respect and a desire for student success. When disputes arise, we will seek an expeditious, amicable resolution for both parties.

The School Handbook provided to parents at the beginning of the school year delineates steps for resolving disputes and provides contact information for each staff member and the Governing Board representative appointed in accordance with section 1002.33(9)(p)2., F.S. Parents are encouraged to address their concerns in the following manner:

1. Make an appointment to clarify the concern with the student's teacher or other staff member with whom the parent is in dispute. The principal or AP may be present at any meeting between parties should either party request it.
2. If the teacher or other staff member is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may meet with the AP to address the concern.
3. If the AP is not able to resolve the dispute to the mutual satisfaction of both parties, the parent may meet with the principal to address the concern.
4. If the Principal is not able to resolve the dispute to the mutual satisfaction of both parties, the parent is directed to contact the Board Liaison, who will bring the concern to the Board. Issues brought to the Board are resolved by allowing ample time for investigation and full understanding of the issues by all Board members. However, emergency issues, or issues of great importance to the school's operation, may be resolved more expeditiously at the discretion of the Board.
5. The Governing Board will discuss the facts and make a decision in response to the parent's dispute. The decision of the Board will be final.

**If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:**

**M. Name of the partner organization.**

- N. Name of the contact person at the partner organization and that person's full contact information.**
- O. A description of the nature and purpose of the school's partnership with the organization.**
- P. An explanation of how the partner organization will be involved in the governance of the school.**

Not applicable.

## Section 11: Management and Staffing

**A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in**

- **The pre-operational year;**
- **The first year of school operations;**
- **At the end of the charter term; and**
- **When the school reaches full capacity, if in a year beyond the first charter term.**

*Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.*

**B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.**

**OR--**

**If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?**

The principal, selected by and accountable to the Governing Board of Babcock Neighborhood School, implements the School's mission and vision, maintains high academic standards in curriculum, educational practices and student performance, and manages School facilities and finances, while creating a stable and nurturing School environment. The principal provides strong organizational and instructional leadership, in order to assure high student outcomes.

The Principal will, at minimum, hold a Master's Degree and be able to take charge of academic programs and successfully implement them. He/she will be experienced in leading an organization and be a self-starter. The Principal will be a competent and dedicated teacher with established classroom experience and will understand and be willing to fulfill all duties and responsibilities, as outlined in the proposed job description. Charter school experience is preferred. The School will adhere to the anti-discrimination provisions of S. 1000.05, F.S. Attachment O contains the position qualifications and more detail about criteria.

### **Process**

Babcock Neighborhood School will recruit applicants through a public process, which may include, but will not be limited to, advertising in local and national newspapers and professional

printed media, referral, and appropriate electronic recruitment mechanisms. The Board has engaged a consulting firm that specializes in national candidate searches and has extensive contacts with top quality charter school principals throughout Florida and the country.

Student success, as shown in high student achievement both within the classroom and on student assessments, exists as one of the principal's top priorities. The principal will monitor student performance within the School and will keep abreast of educational trends throughout the nation, in an effort to continuously offer students the best chance for success both in the classroom and as citizens in a democratic society.

The principal must be approved by the Governing Board. A fully assembled Board will review applications and resumes to determine which candidates will be interviewed, with a goal of interviewing at least three highly promising applicants. If a high number of applicants are interested, we will conduct a phone interview to learn more information about the candidates before inviting them for a face to face interview. The board will use a rubric to rate each applicant. The Board will vote to determine the final candidate; a simple majority is needed. If no candidate is acceptable, the process will begin again. The candidate must pass the required background checks and screenings prior to being appointed principal.

At least annually, the principal will be evaluated by the Board in accordance with the Student Success Act. Specifically, charter schools must adhere to substantive requirements of section 1012.34, F.S., related to performance evaluations for School administrators. Babcock Neighborhood School intends to use the Florida Consortium of Public Charter School's Instructional Leadership Performance Appraisal System to evaluate the principal.

### **Timeline**

Recruiting for the principal will begin in December and we will post the job descriptions in various locations as described above. Interviews will begin in January. We anticipate having a principal hired no later than the middle of February. Since this is a new school it is important to the board to have the principal involved in the startup activities.

**C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.**

The Governing Board provides direct oversight to the principal. The principal and the Assistant Principal (AP) manage day to day operations and oversee all other employees and staff. An office/business manager, reporting directly to the principal, manages all financial and bookkeeping functions, including financial reporting, purchasing and contract management. In addition, a "back office" accounting firm assists with proper handling and posting of accounts payable and with financial reporting of the School's funds. State certified (or certifiable) teachers will be hired by and report directly to the principal, as will teachers' aides and substitutes.

Babcock Neighborhood School will select its own employees; employment practices will be nonsectarian and will adhere to the anti-discrimination provisions of the Florida Educational Equity Act.

**D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.**



| Position                 | Y1       | Y2        | Y3        | Y4        | Y5        | Y6 | Y7 | Y8 | Y9 |
|--------------------------|----------|-----------|-----------|-----------|-----------|----|----|----|----|
| Classroom Teachers       | 4        | 5         | 7         | 9         | 15        | 21 | 27 | 33 | 38 |
| ESE/ELL Teachers         | 1        | 2         | 3         | 3         | 6         |    |    |    |    |
| Guidance/Coordinator     | 1        | 1         | 1         | 1         | 1         |    |    |    |    |
| Principal                | 1        | 1         | 1         | 1         | 1         |    |    |    |    |
| Assistant Principal      |          |           |           |           |           |    |    |    |    |
| Guidance                 |          |           |           |           |           |    |    |    |    |
| Administrative Assistant | .5       | 1         | 1         | 1         | 1         |    |    |    |    |
| Registrar/ Clerical      | .5       | 1         | 1         | 1         | 2         |    |    |    |    |
| Food Service             | 1        | 1         | 2         | 2         | 3         |    |    |    |    |
| <b>Total Employees</b>   | <b>9</b> | <b>12</b> | <b>16</b> | <b>18</b> | <b>29</b> |    |    |    |    |

**E. Explain the school’s plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school’s design.**

**Recruitment**

Babcock Neighborhood School will utilize education publications, job fairs, and state and national job boards to recruit the highest performing faculty, administration and staff. We will post job opportunities on the School’s website, on Teach In Florida, and on Teachers-Teachers.com. The principal and other representatives will attend job fairs at state universities and notify state university Colleges of Education and Career Centers of current job openings. Florida Gulf Coast University’s teacher preparation program will also assist in identifying potential candidates. We will recruit minority teachers and work to achieve a balance in staff that reflects our anticipated student population. The principal will be responsible for the recruitment process. Employment openings at the School will be advertised in accordance with EEOC.

**Selection**

The School will select employees who embrace its mission and are passionate about education. Interested applicants will apply directly to the principal. The strongest candidates will be contacted and a telephone interview conducted. Applicants passing this initial screening will be invited to the School for an in

-person interview with

Following a more focused and comprehensive interview process, which includes the preparation and delivery of a lesson, a “best fit” candidate will be identified and placed in the position most conducive to student success and to the applicant's growth as a teacher. The selected applicant will be required to undergo a background check and fingerprinting with the District as required by 1002.33 (12) (g), F.S. prior to employment. When determined acceptable, a provisional offer of employment will be extended, pending Board action. The principal will submit the selected candidates to the Board for approval. Upon final approval from the principal and Governing Board, the offer of employment is confirmed. If the employee accepts the offer, a start date and employee contract will be issued.

We will not employ any individual whose professional certificate or license is suspended or revoked by this or any other state. The School agrees to fingerprint all employees as required by Section 1012.32, F.S.; all employees must submit to background checks and drug

-screening.

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes and federal and state laws in hiring and employment practices. We will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation.

Babcock Neighborhood School teachers will meet or exceed expectations for certification, as required by Chapter 1012 and Florida Statutes; teachers will be certified in the field in which they will be teaching. The school will comply with all teacher/paraprofessional certification requirements of the Federal Every Student Succeeds Act (ESSA). Instructional staff from other states will have their teaching credentials evaluated by FLDOE to determine certification eligibility. Parents and the community will be informed of the qualifications of teachers, in accordance with ESSA guidelines and Florida Statutes.

Staff retention will focus on providing a nurturing and challenging environment and offering competitive salaries and benefits comparable to Lee and Charlotte counties. The Foundation is looking into the possibility of providing a housing incentive for teachers and administrators. Staff members will also contribute to the planning and operation of the School, under the direction of the principal.

### **Public Employees**

Since BNS is a public employer, employees will have collective bargaining rights, either by establishing their own collective bargaining entity or by participating in Charlotte County's existing collective bargaining organization. BNS understands that, upon application submission and approval as a covered group under 121.021(34), F.S., we may choose to participate in the Florida Retirement System (FRS). We also understand that our FRS participation means both that all school employees will be required to participate in FRS and that the school will have to contribute to FRS on behalf of the employees.

## Section 12: Human Resources and Employment

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school’s tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.**

Employees will be offered an annual, at-will contract for employment specifying salary, position, title, and job duties. At-will employees may terminate their employment at any time, with or without cause or advance notice; likewise, Babcock Neighborhood School (BNS) may terminate employees' contracts at any time, with or without cause or advance notice. Procedures for discipline and dismissal of employees will be developed in accordance with principles of due process and in compliance with all applicable laws and regulations.

- B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.**

Teachers will be formally evaluated at least once a year (twice a year for new hires) using the Marzano model. The teachers set goals every year based on their evaluations and walkthroughs and the principal guides their performance utilizing goal setting and their observations. They also have data chats to link data with performance and conference with every teacher team to evaluate where and how they need to improve and which strategies need to be implemented in order for every student to achieve a year’s worth of growth. At least 33.3% of the performance evaluation must be based on statewide assessment data, and observations will be based on the Florida Educator Accomplished Practices (FEAPS). Teachers will be given a score of Highly Effective, Effective, Needs Improvement, or Unsatisfactory. The results of the evaluation and informal evaluations will be used to develop professional development plans.

At least annually, the principal will be evaluated by the Board, in accordance with the Student Success Act. We will adhere to substantive requirements of section 1012.34, F.S., related to performance evaluations for school administrators, and will use the Florida Consortium of Public Charter School’s Instructional Leadership Performance Appraisal System to evaluate the principal.

- C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?**

BNS will implement a Performance salary schedule pursuant to 1012.22(1)(c)(1)(d), F.S., Annual Adjustments will be given for teachers rated as Highly Effective and Effective. We will use the Charlotte County salary schedule as our guide. Salary ranges for instructional personnel range between \$39,250 and \$59,928. For budgeting purposes, we used an “average” of the predicted range of teachers we will have. We assumed \$41,500 for an “average” for budgeting purposes. We will give additional pay to team leaders and are also compensate them through the

School Recognition program and the Best and Brightest. BNS will pay \$4,380 towards health insurance as well as offer incentives for college classes through our partnership with FGCU. The Babcock foundation is also considering a housing incentive for employees.

**D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

Prior to being hired, Babcock Neighborhood School applicants must complete all required forms; the information provided must be verified by Human Resources and approved by the Administrator. Applicants must submit 3 business references, including the most recent direct supervisor.

All employees of BNS must be fingerprinted and cleared by the School Board of Charlotte County per Florida Statutes 1012.465 and 10012.56 before the hiring process can be completed. All fingerprinting/background screening appointments are made via the district website.

Some of the most common circumstances for employment termination are:

- Resignation-Voluntary employment termination initiated by an employee
- Discharge-Involuntary employment termination initiated by the organization
- Layoff-Involuntary employment termination initiated by the organization for non-disciplinary reasons
- Retirement-Voluntary employment termination initiated by employee

Babcock Neighborhood School will generally schedule an exit interview to be conducted by Administration. The exit interview allows for discussion of employee benefits, conversion privileges, repayment of any outstanding debt, or return property. It also allows the opportunity to voice any suggestions, complaints, and questions.

**E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.**

See Attachment R.

**F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.**

Babcock Neighborhood School will use Progressive Discipline, which administers equitable and consistent discipline for unsatisfactory conduct. Progressive Discipline does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

It is in the best interest of BNS to ensure fair treatment of all employees and make certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory performance in the future.

Disciplinary action may call for any of four steps: verbal warning, written warning, suspension with or without pay, or termination of employment. The action depends on the severity of the problem and the number of occurrences.

With respect to most disciplinary problems, these steps will be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may

lead to a suspension; and, still another offense may then lead to termination of employment. Progressive Discipline allows for most employee problems to be corrected at an early stage, benefiting the employee and BNS.

## Section 13: Professional Development

- A. Describe the school’s professional development expectations and opportunities for administrators and instructional personnel, including the following:**
- 1. Identify the person or position responsible for overseeing professional development activities.*
  - 2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of professional development will be evaluated.*
  - 3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?*
  - 4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.*

Babcock Neighborhood School is committed to the professional development and growth of its administrators and instructional personnel. Teachers will enhance their ability to maximize student learning through professional development and the implementation of high yield research-based instructional practices. Staff will be required to participate in professional development organized and implemented by the principal and in collaboration with Florida Gulf Coast University.

BNS and FGCU will design and implement an in-house professional development program. We are currently working on an MOU with FGCU and it should be ready to share in late September. In addition, BNS staff will be encouraged to participate in district professional development opportunities such as The Restorative Justice Model, and will participate in district professional development opportunities that align with their Individual Professional Development Plan that is written at the beginning of each year.

In setting high expectations for both students and teachers, the School will be committed to maintaining the highest level of quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes (through the Babcock Foundation), facilitating the attainment of continuing education credits, and offering high quality trainings on our campus in partnership with FGCU.

Our professional learning will be relevant. Specifically, it will:

- be designed to improve teacher effectiveness as measured by improved student outcomes;
- be job-embedded –it will give time for teachers to collaborate with colleagues to plan for classroom implementation;
- be teacher-driven and provide hands-on strategies applicable to the classroom and will encourage active participation by teachers;

- be differentiated based on teachers' previous experiences, demonstrated areas for growth, student age-group, and content area;
- provide opportunities to give feedback on the quality of the professional learning; and
- provide leaders/facilitators that are knowledgeable, engaging, and responsive to feedback.

### **Person Responsible**

The principal will be responsible for overseeing the professional learning activities. The principal will work collaboratively with each staff member to develop a professional development plan that takes into consideration the teachers current needs based on their own identification of areas for professional growth, the teachers certification status, e.g., how many hours they might need to attain another endorsement, hours needed for recertification and student performance of the students they have in their class.

### **Core Components**

Babcock Neighborhood School will be supported through the Babcock Foundation to leverage additional dollars for professional development, additionally we will work with FGCU to identify opportunities for them to develop and deliver school wide professional development. FGCU has committed to putting together a PD committee to assist with developing relevant support for the diverse needs of the teachers. We will implement an in-house professional learning plan for our school utilizing a variety of resources for specific workshops and trainings. A needs assessment will be conducted at the beginning of each school year and opportunities will be identified. Half of the professional development activities will be uniform across all staff members and the other half will be individualized based on the Individual Professional Development Plan.

The process for Professional Growth includes the following:

- Administrators and teachers meet at the beginning of the year to analyze data, determine goals and targets and plan professional development. The principal will meet with each teacher individually to identify professional learning areas.
- A mid-year review is held to promote discussion and reflection, and to monitor progress toward the goal using formal and/or informal data. Evaluations will be completed at the end of each professional development activity that will inform the quality and effectiveness of each activity.
- At the end of the year, a final review of the Professional Growth Plan (PGP) is held with each teacher to examine student data, evidence of participation in Professional Development, implementation of the PD and determination if PD was effective based on the goals. Areas for continued growth are also discussed.

### **Pre-Opening PD**

With the opening of a new greenSTEAM school it will be of critical importance that the entire faculty completely understands the unique programs that will be in place for the students. When hiring it will be helpful if we identify teachers with experience in what we will be offering because if they do – they can become teacher leaders in those particular areas.

It will be necessary to provide professional learning during a full week prior to the opening of school covering every topic below so that everyone understands and is prepared to implement the educational program. The topics listed below will be presented in an introductory manner and

will lead into the professional development hours throughout the year. Professional Learning for all staff will include:

- **Project-Based Learning**- effective project-based learning requires more than an occasional classroom project. Participants will gain a deeper understanding about what is a project, essential elements of PBL, making connections across the curriculum, identifying the “big” ideas of their subject area, planning PBL in the classroom, and changing the role of the teacher.
- **greenSTEAM** -introducing teachers to the greenSTEAM framework and the practice of integrating science, technology, engineering, arts, and math. Modeling how to write a greenSTEAM lesson brief and collaborate with staff to develop greenSTEAM projects. Examples of greenSTEAM themes and how to expand projects based on benchmarks.
- **Data-Driven Decision Making**-Administrators and staff learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement. Teachers will be given the opportunity to develop lessons based on data derived during the professional development opportunity. Examples include the FSA Assessment Portal, and the FLDOE Assessment related to school grades and learning gains, iReady and other data sources.
- **Differentiated Instruction**-This training will show how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.
- **Safety and Security**-Safety and security training will instruct staff on daily safety procedures, and how to prevent and protect the school and students. How to handle emergency situations as defined in the crisis plan.
- **MTSS/RtI**- Training will focus on the practice of providing high-quality instruction and interventions matched to student needs using learning rate over time and level of performance to make instructional decisions. The 4 components of the problem-solving process will be discussed as well as things to consider when using a data-based problem solving model.

## PD Plan

We will follow the Charlotte County calendar for professional days during the school year. All teachers will be required to complete an Individual Professional Learning Plan and keep a journal. The Individual Professional Learning Plan will become part of the annual employee performance evaluation.

### Professional Learning Plan

- 10 hours minimum of professional development required each school year in the uniform PD initiatives. Teachers will be expected to include necessary PD related to ESE, ELL, Gifted and address how to improve instruction if students are not performing on grade level. They will also be responsible for keeping up with PD hours needed to renew teaching certificate and include that in their IPLP.
- New teachers (to the profession) will be assigned a teacher mentor from the staff – one who has had experience in the areas where the new teacher has been assigned. This will be part of a teacher mentor program. We will identify mentors through our partnership



with FGCU who will partner with the office of candidate services, clinical experiences and partnerships to identify qualified mentors. If no mentors exist at the school (because the first three years the staff is very small), FGCU will work to provide mentors to our identified teachers.

- We will meet monthly by grade levels in professional learning communities in order to develop projects, plan collaborations, and develop themes, and greenSTEAM projects.
- Teachers will have opportunities to attend off-campus conferences and trainings and return to share their findings with the faculty.
- Professional learning activities will be held twice a month at least to help teachers improve instruction and student achievement.
- Teachers will participate in an evaluation survey after each professional learning event and participants will be asked to write reflections about their participation. Data will be collected and maintained on evaluation of professional development to inform future choices.

Administrators will be encouraged to participate in the following professional development trainings and conferences:

- Florida Annual State Charter School Conference – administrators will attend this state conference on an annual basis.
- Formal Observation Training – training provided by the Florida Consortium and aligned with the teacher evaluation system/process. The Florida Consortium has online modules for administrators as well as procedural handbooks and detailed evaluation rubrics that have been approved by FLDOE.
- Classroom Walk-through Training – provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflections. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focusses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
- Budget Training for Administrators and Board Members – this training addresses school budgeting as it pertains to both the school’s operating budget and internal accounting policies and procedures *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
- Developing the School’s Improvement Plan – this will assist school administrators with developing a sound and effective school improvement plan - ensuring equity and high-quality. This process includes data analysis, goal setting, budget planning, and professional development planning and reflective practices.

## **Section 14: Student Recruitment and Enrollment**

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.**

Babcock Neighborhood School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law. We will be open to any eligible students in the county, including ESE and ELL students.

The Governing Board recognizes the importance of marketing and recruiting parents and students of Charlotte County. To promote a neighborhood school environment, our marketing strategy starts in the immediate area and then broadens to the mass market. We will market to students in the “hard to reach” areas who would benefit from our program but may not be familiar with charter schools.

### **Phase I: Identification**

Babcock Neighborhood School will begin by identifying eligible students as identified in the Charter. Then, the Board will identify the target recruitment based on a detailed and thorough analysis of the area and compliance with the Charter. Some indicators for identification of a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance

### **Phase II: Awareness**

Beginning approximately one year prior to school opening, or upon approval of this charter application, we will conduct a targeted marketing campaign to educate the community about charter schools and the opportunities and benefits available at BNS. Publications and media will address community's demographics (including various languages, as needed). These efforts will include, but not be limited to:

- Development of a school website accessible via the internet, with email options, develop school pages on social media sites
- Distribution of brochures and flyers about the Babcock Neighborhood School’s program
- Participation in “town hall” type meetings with local organizations
- Direct mailings and targeted Cable TV advertisements to the community

### **Phase III: Recruitment**

Enrollment will occur until BNS is fully enrolled and staffed. A more extensive hands-on marketing strategy will include, but not be limited to:

- Targeted Direct Mail, Cable TV ads, Newspaper ads
- Continued distribution of brochures and flyers about the School and programs offered

- Presentations/Information sessions in the local community, neighborhood clubs, libraries, and other organizations
- Open houses and information sessions at the School, information sessions and meetings at schools classified as “overcrowded.”

**B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.**

Babcock Neighborhood School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

Our marketing efforts will reach students throughout the county to ensure a reflective balance in the school. Marketing strategies to cater to “hard to reach” populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, to accommodate community needs
- Availability of bilingual staff to answer questions
- Enrollment applications in multiple languages via the website
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc)
- Advertising in magazines, newspapers, including free community publications
- Distribution of information to local businesses’ human resource departments
- Advertisement of Open House Information Sessions in a variety of locations and languages

**C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.**

Babcock Neighborhood School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1022.33(10)(b), BNS shall enroll an eligible student who submits an application prior to the posted deadline, unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow s. 1002.33(15)(c), FS., which includes enrolling students according to racial/ethnic balance provisions in 1002.33(7)(a)8. In accordance with 1002.33(10)(d), BNS will give enrollment preference to the following populations:

- currently enrolled students;
- students who are siblings of a student enrolled in the charter school;
- students who are the children of a member of the governing board of the charter school;
- students who are the children of an employee of the charter school; and
- students who are the children of an active duty member of any branch of the United States Armed Forces.

Student applications will be made available online through the Student Registration System, accessible on the school’s website, and in paper form at local distribution sites. The system manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon application submission, attendance eligibility, such as proof of residence and age requirements, is verified. At each phase of the admission process, appropriate correspondence will be generated and communicated to each applicant. Data will be monitored to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the Open Enrollment, there is an over subscription for any grade level, a lottery will be conducted.

All accepted applicants will be provided with written registration requirements that include a detailed list of the documentation required by CCPS in accordance with its Student Progression Plan. Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with prospective students is generated as appropriate. The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity (see Table 13.1).

**Table 13.1: Recruitment and Enrollment Schedule**

| <b>Activity</b>                     | <b>Timeline</b> |
|-------------------------------------|-----------------|
| <b>Year 1</b>                       |                 |
| Open Enrollment                     | February        |
| Application Verification            | March           |
| Notification of Lottery             | April           |
| Lottery                             | May             |
| Admission/Waitlist Notice Sent      | May             |
| Registration                        | June-Ongoing    |
| <b>Year 2</b>                       |                 |
| Recommit Letters (current students) | January         |
| Open Enrollment                     | February-March  |
| Application Verification            | March           |
| Notification of Lottery             | April           |
| Lottery                             | May             |

## Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This could include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This must include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Parental involvement is a crucial component in educating the whole child. Student life outside of the classroom, including parental and community involvement, directly impacts the student's academic performance. To facilitate collaboration between school and home, parent-teacher conferences will be held at least two times per year, ensuring clear and direct communication about each child's progress and experience. Additional conferences may be held, if requested by either party for any reason. Use of an electronic student information system will foster parent involvement.

Babcock Neighborhood School will sponsor a PTO (Parent Teacher Organization), which will promote strong ties between home, school and community. The BNS PTO provides a platform for parents to express their opinions, share their ideas, and impact their child's education. In addition, parent surveys will be distributed annually to parents, to monitor general parent opinion and satisfaction with the school program. Results of that survey will be included in the Annual Report and will be distributed to all parents.

BNS's requested parental involvement commitment can be fulfilled through different avenues, allowing flexibility based on scheduling, interest and skills. The following are examples of parental support opportunities:

- Assisting with the arts programs
- Volunteering in the classroom
- Volunteering/chaperoning at school functions
- Chaperoning field trips
- Academic endeavors/competitions that support the curriculum
- Reading with students
- Library organization and operations assistance
- Assisting teachers with photocopies and other preparations
- School beautification projects
- Helping with fundraisers
- Serving on committees

Additional opportunities will be created throughout the year, and parents will be notified via e mail and/or paper notification of additional opportunities as they arise.

In a place-based educational setting, like BNS, community partnerships provide students the opportunity to engage with and learn in the world outside the traditional classroom and help students understand their place in the community. BNS will seek partnerships between community families, organizations and local businesses. We will create a Business Partners

program in order to foster a sense of community. We will identify our community and business partners with a link or advertisement on our website. Business Partners will also be invited to participate in the activities of the school.

**B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.**

BNS parents and students will have access to unique educational and health-related resources in the town of Babcock Ranch:

- The Wellness Center, featuring a fitness Center operated by Exos-Medifit, focuses on mindset, nutrition, movement and recovery. It includes a Florida Gulf Coast University occupational and physical therapy center, HCA West physician offices, and an Animal Wellness Center with vet and short-term pet care services.
- The Market/Café features fresh dining options, local produce, pre-pared take home meals and convenience items.
- The Collaborative Working Space and Business Incubator helps members manage existing careers, develop meaningful new careers, transition into an encore career and turn lifelong passions into careers.
- The Lakeside restaurant offers farm-to-table dining options with family friendly food and beverages made primarily from locally sourced seasonal fruits, produce and meats.
- The outfitters shop operates a bike share program throughout Babcock Ranch, offers excursions (kayaking, fishing, biking, and hiking), sells outdoor apparel/gear and has outdoor sporting equipment available for purchase or rent.
- The 50+ miles of trails are designated based on difficulty and use (biking, hiking, family-friendly, etc) and will connect to regional trails throughout the state.
- The five-acre community farm provides convenient locally grown high quality produce and crops. It offers a u-pick club, rentable garden plots, sells produce at local farmer's markets, and provides ingredients to the market/café and lakeside restaurant.

The market/café, lakeside restaurant and community farm will work together to provide fresh, local and nutritious ingredients and meal options to the Babcock Neighborhood School.

The Babcock Ranch Foundation has formed strategic partnerships with the following organizations: Florida Power & Light, Century Link, HCA West, Exos-Medifit, Florida Gulf Coast University, and the Flippen Group. Century Link will provide 1 gigabit speed internet to the Babcock Neighborhood School. The Flippen Group will work with teachers via their Capturing Kid's Hearts program to enhance healthy bonds, establish collaborative agreements of acceptable behavior, and provide tools to engage and challenge students.

**C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).**

With no other public school nearby, BNS will serve students in the town of Babcock Ranch (under development).

### **III. BUSINESS PLAN**

#### **Section 16: Facilities**

##### **If the site is acquired:**

##### **A. Describe the proposed facility, including location, size, and layout of space.**

Babcock Neighborhood Charter School will be located in the Town of Babcock Ranch, in Charlotte County, FL. An 18,000-acre new town community currently under development and at build-out will contain 19,500 residential units, approximating 50,000 residences and up to 6 million square feet of commercial space. The community will be powered by a 75 megawatt solar farm through Florida Power & Light (FPL) and over half of Babcock's 18,000 acres will be preserved in parks, conservation and open space providing an exceptional place based learning environment based on nature, health and clean, renewable energy emphasis with a greenSTEAM focus.

The school will be located in the town of Babcock Ranch, currently under development in southern Charlotte County, close to Highway 31 and State Road 80. For the purposes of estimating distance, a point located at the end of St. Vincent Avenue in the Babcock Ranch development was utilized.

Facilities for the school will be provided over three phases of construction improvements. The first phase will support 88 students and associated teachers and administration and will occupy the first floor of Babcock Ranch's first education building. This building is planned as a two-story facility totaling approximately 12,300 square feet. The education building's second floor will be home to Florida Gulf Coast University (FGCU) providing distance learning and other programs.

The first floor is currently planned at 5,183 square feet under-air and 792 sf outdoor covered and secured play area; and additional 1,000 square feet fenced in play area. Four classrooms averaging approximately 745 sf will be provided, along with a 593 square foot multi-media/library resource room and serving kitchen. Administration, reception and a sick room are also including as well as associated bathroom facilities within and outside of certain classrooms depending upon grade level. Outdoor open play areas can be programmed for a variety of uses, including a classroom garden, play equipment and maximizing movement and sustainable, healthy eating choices.

There are four security controlled access points to the first floor. A main reception area will be staffed and secured, as well as access points to open play areas and fire safety exit points. The open play area would also be available for future bus drop off when and if provided by the school operator. All access points will be actively monitored by interior and exterior security cameras.

The second and future phase to accommodate student capacity and growth is planned adjacent to this education building on an existing 1+ acre building pad for secured, on-site portables. This site is planned accommodate up to four additional classrooms.

The third phase of facility planning and construction is planned approximately a half mile from these two sites within a regional park setting and adjacent to Curry Lake Canal Preserve, a major preserve corridor running north/south through Babcock Ranch. This third phase is planned to

provide for the future permanent relocation of all the students within the first and second phase of school construction detailed above, and provide capacity for up to 764 students.

**B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.**

Construction documents are being finalized through a licensed architect, Harvard Jolly Architects out of St. Petersburg, FL and is being built to State Requirements for Education Facilities SREF requirements and constructed by Skanska Construction. Both of these entities are under contract and construction is estimated to commence in the Fall of 2016 for a Fall 2017 school opening. The building will be permitted by Charlotte County and meet all applicable building codes, as well as be a Florida Green Building Certified "Green" building.

The design vision for this building included maximizing natural light within classrooms and hallways, open and flexible classroom environments, energy efficiency, state-of-the-art teaching technology, as well as secured and monitored entrance points. The building roof has been specifically designed such that it will allow for maximum solar panel coverage and clean, renewable energy collection that goes back to the overall grid to power Babcock Ranch and the surrounding area serviced by FPL. Students attending Babcock Neighborhood School will be able to monitor and study the energy use and collection for not only this building but the solar farm as well. The entire building will be served by Gigabit Fiber providing unparalleled data speeds to each student, faculty and guest as well as Wi-Fi capabilities.

**C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.**

As described in Sections A and B above, the design of the building is intended to maximize the opportunity for flexible classroom space which supports the place-based and greenSTEAM educational model. Additionally, the use of solar panels supports our mission of providing our students with real life experience related to studying energy and the impact of it on the environment in which they live. The square footage of the building allows for approximately 55 square feet per student and each classroom will be able to easily support the class size requirements of 18 students in K-3 and 22 students in grades 4-8.

**D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.**

The total building construction in phase one, which includes the 2<sup>nd</sup> story is projected at approximately \$3 million. It will be solely funded by Babcock Property Holdings, LLC ("BPH"), a privately held development entity managed by Kitson & Partners, the master planner and developer of Babcock Ranch. This does not include site improvements, which is also to be provided by the developer, BPH. Phase two and three construction will be funded through a variety of sources, including the developer, BPH, dedicated school impact fees, corporate sponsorships, state and other private and not-for-profit funding sources to be identified. The developer is likely to structure a loan based program for the school for repayment of the advanced school funding. BPH will also be providing through a variety of private and public funding sources, all furnishings, fixtures and equipment (FF&E) for the opening of the school.



We are going with the assumption of needing 55 square feet per student and a cost of \$100 per student for a triple net lease.

|                               | 2017-18  | 2018-19  | 2019-20  | 2020-21  | 2021-22   |
|-------------------------------|----------|----------|----------|----------|-----------|
| Students                      | 76       | 94       | 134      | 170      | 294       |
| Minimum building size (sq.ft) | 4,180    | 4,888    | 6,968    | 8,840    | 15,288    |
| Operating costs               | \$28,680 | \$34,731 | \$46,600 | \$58,929 | \$94,983  |
| Mortgage/Rent                 | \$7,600  | \$9,400  | \$13,400 | \$17,000 | \$29,400  |
| Maximum Facility Expense      | \$36,280 | \$44,131 | \$60,000 | \$75,929 | \$124,383 |

**E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school’s opening?**

If the facility is not available 15 days prior to the opening of school, BPH would install portables on the nearby location for the permanent facility. BPH would provide for additional portables to continue to meet committed student generation growth. Since Babcock Neighborhood School is located in a new development and the Babcock Foundation includes a number of developers, it is not unreasonable to project a quick timeline for the installation of portables.

**If the site is not yet acquired:**

- F. Explain the school’s facility needs, including desired location, size, and layout of space.**
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.**
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.**
- I. Describe the back-up facilities plan**

Not applicable.

## **Section 17: Transportation Services**

- A. Describe the school’s plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S..**

Babcock Neighborhood School plans to contract with an outside agency or with Charlotte County Schools to provide transportation services, in accordance to Florida Statutes to ensure that transportation is not a barrier to equal access for students living within a reasonable distance of the school. If we seek an outside vendor, we will conduct a Request for Proposal process to ensure the prudent use of public funds. Once the charter is approved by Charlotte county, BNS will seek out a company who will meet all applicable Florida requirements in regards to the safety, maintenance, driver and other requirements. The school understands the requirements to comply with 1006.21 - 1006.27, as well as Florida Administrative Codes located in 6A-3 regarding transportation. The school will work closely with the selected transportation provider to ensure compliances with the multitude of requirements outlined in these statutes and codes. If a special education student has an IEP which indicates the need for transportation services, additional requirements may be necessary; BNS agrees to comply with the requirements of the child’s IEP and any applicable rules and regulations. We also will ensure that transportation for any school sponsored events, such as field trips, in which busses are used, will be carried out in accordance with the statutory requirements and on approved vehicles with appropriate drivers.

As students enroll in BNS, we will survey those who live within a reasonable distance from the school to determine if they will be utilizing busing services. This will allow us to better estimate the numbers as we get closer to the school year and to adjust our budget as necessary. Currently we put in \$290 per day per bus that will hold 65 students. We also intend to utilize centralized stops to make the busing more efficient. We know that in the first few years of operation many of our students will not be living in Babcock Ranch because it is still in the early phases of development and will plan accordingly to be able to get students to school in the most efficient manner. We do, however, realize that the concept of centralized stops may not be appropriate for some special education students. Transportation for these students will be handled on a case-by-case basis to ensure adherence to their IEPs.

During the planning phase of the school, Babcock Neighborhood School will develop specific policies related to busing which will include the minimum and maximum distance from the school that the school will provide transportation within. Once students have enrolled in the school, a specific pick-up and drop-off plan will be developed which will include pick up locations that will be provided to families. We anticipate that this will be completed by the end of June 2017.

## **Section 18: Food Service**

**A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.**

BNS recognizes the importance of good nutrition for our students' mental and physical health. We are committed to making healthy breakfast and lunch options available to all our students. The farm located on Babcock Ranch property will supply fresh produce for BNS school lunches, and the farm-to-table café located in the town center will assist us in coordinating well-balanced, nutritious menu options for our students.

We intend to become a National School Lunch Program provider. Once staff is hired, we will send a staff member to the next available NSLP Training, in order to offer free and reduced lunch service as soon as practically possible. After completing the training, we will send out RFPs to contract with a third party lunch provider who will manage, prepare and serve food to our students. Only providers who meet the requirements of the NSLP and local and state laws and regulations regarding health and safety will be considered.

BNS will provide free and reduced priced meals for eligible children who qualify for the NSLP Free and Reduced Lunch program. During the first week of school, BNS will distribute free and reduced price lunch applications to each student. Each classroom teacher is required to complete a form recording each child's receipt of the free/reduced lunch applications. Administrative staff will be available to address questions and concerns. BNS will strive to have as many families as possible complete the forms; free/reduced lunch applications may also be used to certify eligibility for other state and federal programs. The higher rate of students who qualify for free or reduced lunch, the more assistance and support BNS will be able to receive through eRate, Title 1 and through financing credits in the future. All free/reduced lunch applications and records will be carefully logged and maintained for review by state or federal auditors.

BNS will work with Charlotte County Schools to verify the students' eligibility for the free/reduced lunch program, adhering to all federal regulations and guidelines. After the application is processed, a response is forwarded to each child and the child's parents/guardians. In accordance with National School Lunch Act (42 U.S.C. 1751(b)(2)(C)), a confidential list is then compiled and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved and for 30 days of the next school year (applicable when information is available). However, the intent of the school is to ensure all students who need to receive breakfast and lunch are fed.

Once the school becomes its own NSLP provider, it will work under its own policies and procedures developed as part of the NSLP certification process. Until then, BNS will work under the requirements of Charlotte County Public Schools. This will include the process and requirements for selecting a food provider. The RFP for a provider will include the requirements laid out in the NSLP program and those required by local health inspectors and building codes. We also anticipate that some staff will be included with the contract to assist with the delivery and distribution of food, all of which will be negotiated through the RFP and selection process in accordance with the appropriate policies, NSLP and legal requirements. In addition, BNS staff

will work with the Florida Department of Agriculture and Consumer Services to develop required agreements for reimbursement and will attend any required workshops.

## **Section 19: School Safety and Security**

- A. Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.**

Babcock Neighborhood School plans to use the Raptor Technologies V-Soft program to track our visitors, students and staff to help improve our campus security. Staff and students will have and I.D. badge that they will be required to wear on campus. The school will have a single point of entry where all visitors are required to check in. BNS plans to install security cameras throughout the campus to protect staff, students and property. The school will also have a school radio system and each staff member will have a walkie talkie assigned to them. BNS will develop and have available upon request a detailed safety and crisis plan in accordance with 1006.07(4) F.S., that includes specific protocols for students/staff needing special assistance, bomb threats, shelter in place, lock-out procedures, severe weather situations, internal emergencies such as electrical outages, gas leaks, weapon suspected, missing students, hostage situation, and lock-downs. The plan is confidential and will be developed and shared with all staff members.

BNS will adhere to The Children's Internet Protection Act (CIPA) by ensuring they adhere to the FCC guidelines by implementing internet policies that blocks or filters internet access to pictures that are: a) obscene; b) child pornography c) harmful to minors. The internet safety policy will also include monitoring the online activities of minors; and educate minors about appropriate online behavior, including interacting with other individuals on social networking, cyberbullying awareness and response.

## Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

See Attachment X

- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

See Attachment Y

- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.**

See Attachment Z

- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

The complete five-year comprehensive budget is included with this application. While we understand that the decisions made to develop this budget are not binding, and will need to be adjusted as we move forward, in order to provide reviewers with detailed information on how we developed the budget, the decisions made as part of this budget are included in Attachment X.

### Revenue

Below is a table of our estimated revenue sources followed by a description of the assumptions we made to develop these revenue estimates.

|  | Planning Year | Year 1<br>2017-18 | Year 2<br>2018-19 | Year 3<br>2019-20 | Year 4<br>2020-21 | Year 5<br>2021-22 |
|--|---------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Florida E. Finance Program (FEFP)</b> |               | \$539,366         | \$678,914         | \$965,505         | \$1,248,287       | \$2,126,418       |
| <b>Capital Outlay</b>                    |               |                   |                   | \$36,850          | \$46,750          | \$80,850          |
| <b>NSLP Funds</b>                        |               | \$32,695          | \$41,247          | \$59,975          | \$77,609          | \$136,904         |
| <b>Other Sources</b>                     |               | \$7,600           | \$9,400           | \$13,400          | \$17,000          | \$29,400          |
| <b>Total Revenue</b>                     |               | \$579,661         | \$729,562         | \$1,075,731       | \$1,389,648       | \$2,373,572       |

- Given the current estimates available from the Florida Legislature, we have assumed a 3% increase during year one of the budget, and a 1.5% increase each year thereafter.
- We do not believe we will be eligible for Title 1 funds.

- We do not believe we will be eligible for Capital Outlay Funds until the 3<sup>rd</sup> year of operation.
- We believe that we will be successful in obtaining numerous grants and donations to assist with the development of the school; however, we have not included any of these funds in the budget.

## Expenses

The most significant portion of our budget is devoted to salaries, benefits and expenses related to our staff. We are dedicated to having the highest quality staff possible. We have set aside an average of \$41,500 per full time teacher in salary plus an additional \$4,380 per employee for insurance benefits and 2 percent of each employee’s salary for retirement or other benefits. Once again, we attempted to be conservative in our decisions here. Even though we anticipate that some of our employees will not need health insurance (i.e. if they are covered by a spouse), we are budgeting as if all employees will utilize this benefit. The number of staff members we anticipate hiring is outlined by the following chart:

### Five Year Staffing Projections:

| Position                 | Y1        | Y2        | Y3        | Y4        | Y5        | Y6 | Y7 | Y8 | Y9 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|----|----|----|----|
| Classroom Teachers       | 4         | 5         | 7         | 9         | 15        | 21 | 27 | 33 | 38 |
| ESE/ELL Teachers         | 1         | 2         | 3         | 3         | 6         |    |    |    |    |
| Guidance/Coordinator     | 1         | 1         | 1         | 1         | 1         |    |    |    |    |
| Principal                | 1         | 1         | 1         | 1         | 1         |    |    |    |    |
| Assistant Principal      |           |           |           |           |           |    |    |    |    |
| Guidance                 |           |           |           |           |           |    |    |    |    |
| Administrative Assistant | .5        | 1         | 1         | 1         | 1         |    |    |    |    |
| Registrar/Clerical       | .5        | 1         | 1         | 1         | 2         |    |    |    |    |
| Food Service             | 1         | 1         | 2         | 2         | 3         |    |    |    |    |
| <b>Total Employees</b>   | <b>10</b> | <b>12</b> | <b>16</b> | <b>18</b> | <b>29</b> |    |    |    |    |

**Staff Salaries:** We have assumed an average professional salary of \$41,500 + 2% + \$4,380 for each full time teachers and professional staff member for salaries and benefits. We have set aside \$85,000 for the first year for the Principal. The hourly positions were set based on industry standards. In addition to the set salaries, we have assumed a 1.5% annual increase in salary amounts each year. In addition to the salary and benefits, we have included 6.20% for FICA and Medicare, 1.45% of the first \$8,000 per employee for unemployment, and 1.38% for Worker’s Compensation insurance.

**Substitute Teachers (5100-140 and 5200-140):** We have assumed that each full-time teacher will be allowed to take five days off of work (i.e. sick leave), and that substitutes will be paid to cover for the teacher. We have assumed a rate of \$100 per day for a substitute teacher.

**Academic Supplies (5100-510 and 5200-510):** We have assumed that we will spend approximately \$50 per student on academic supplies during the first year, and a 1% increase in the per student amount each year thereafter. We have also set aside \$15 per ESE student for additional ESE academic supplies.

**Textbooks (5100-520):** We are assuming we will purchase 4 textbooks per student, and that the books will cost approximately \$255 per student. We will purchase the first set of books during the planning year, and additional books are in the year of the purchase. Starting in year 4 we also begin to replace old books through a textbook adoption schedule.

**Professional Development (6400):** We have set aside approximately \$1,000 per teacher for professional development for the first year. We have included a 2% increase each year in this amount.

**District Fees (7200-730):** We have set aside 5% of our FEFP amounts each year to pay for district services.

**Fiscal Professional Services (7500-310):** We have set aside \$100 per student to cover our back office accounting services as described in section 21.

**Food Services (7600-570):** We anticipate that our school lunch program will generally be a revenue neutral program. We do anticipate charging our full-paid students just slightly more than the lunch cost the school in order to pay for the additional time and direction that may be required by our office staff.

**Transportation (7800-390):** As described in section 17 we plan to offer transportation services to students who reside within 2-4 miles of our school. We are anticipating approximately 0% of our students, will utilize transportation. Once we determine there is a need for transportation, we will contract with an outside company or the district to provide transportation, and are anticipating about \$290 per bus per day.

**Insurance (7100-320 and 7900-320):** To cover the cost of insurance we have included an estimated \$925 per teacher for general insurance policies to cover general liability, employees and officers, and other non-facilities insurance policies.

**Facilities Rental/Mortgage Payment (7900-360):** As described in section 16 of this application, Babcock Property Holdings LLC will be building the facility and structure a lease or loan repayment. As such we have assumed a rate of \$100 per student.

**E. Discuss the school’s contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

The school has a plan to meet financial needs if anticipated revenue is not received or is lower than estimated. If enrollment is lower, then we will need fewer teachers. We will not cut the salary of the principal but rather reduce the total number of instructional staff to align with the student enrollment. See the budget summary section where we have determined a “breakeven” threshold. In year 1 we projected the percentage to be at 50%. However, even at 50% the school has a financial commitment letter from the Babcock Foundation, Inc., that provides support in whatever ways the school needs to get started. (Attachment Z).

**F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).**

As provided in the letter of support from the Babcock Foundation, Inc., they will support the school by providing a facility that includes all Furniture, Fixtures, and Equipment (FF&E) and



have committed to subsidize the school through a loan for up to \$500,000, grant or donation from the foundation to ensure the school is successful. (Attachment Z).

**G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**

See Applicants Attachment FF-2.

## Section 21: Financial Management and Oversight

### A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The Board of Directors understands that it has the ultimate responsibility the financial oversight and management of the school. The board takes this fiduciary responsibility very seriously, and is working to adopt a stringent set of policies that will outline the exact process and procedures to be used to ensure that every dollar of the school's funds can be accounted for and is handled properly. Making certain that there is a clear separation of duties and systems of checks and balances to ensure funds are handled appropriately and responsibly is of the utmost importance to the Board. Given that the Board feels it essential to provide the Principal with as much time to focus on the curriculum and academic program of the school, the Board has decided to hire a "back office" accounting firm who can assist with the proper handling and posting of the accounts payable and financial reporting of the school's funds.

The school will begin a Request for Proposals (RFP) process shortly after our charter has been approved where we will solicit bids from numerous companies such as Charter School Services Corporation, CSMC, edTec, Link Up, ACH, and others. We will evaluate the bids that we received based on price, services offered, and the expertise of their staff to choose the company best able to assist us with the managing our accounting needs.

Once a company is selected, the Board will work with the company and the Principal to develop the specific day-to-day operational procedures, which will be overseen and managed by the Principal of the school. The Principal will work with the back office services provider to ensure the finances are being handled appropriately and expeditiously.

As indicated above, establishing policies and procedures which provide clear designation of duties between individuals is important. We feel it is most advantageous for us to utilize the services of a back office provider that has strong expertise in the areas of financial controls. This will allow us to make the most efficient use of the public funds while ensuring we have a team of financial experts available to ensure our financial records are handled accurately and in compliance with legal requirements.

At each meeting of the Board of Directors a financial report will be presented to the governing board. At a minimum these reports will include:

- **Cash-flow projection worksheet.** Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.
- **Balance sheet.** This report shows the financial position of the charter school at a particular point in time. It summarizes the school's assets, liabilities (debts or payables) and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.
- **Income statement.** Also known as a profit and loss statement, this report presents an analysis of the net income or deficit of the charter school over a defined period of time.

The Board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year. Using this information, the board can decide if it is necessary to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue.

- **Budget vs. Actuals.** This report is similar to the Profit and Loss statement but compares the actual expenditures and revenues for the year to the annual budget so that it can be determined whether spending is in alignment with the budget with one quick glance.

The Principal and the back office services provider will be available to the board to answer any questions they may have. As indicated above, the budget process is an ongoing process. If the financial reports presented to the board indicate that revenues or expenses are not at the expected levels, the board can make the necessary changes to the budget to ensure sound fiscal operating procedures.

**B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

One of the most important tasks of the Board of Directors will be establishing the annual budget. The budget will provide the Principal with the parameters in which spending and the academic program can be carried out. Part of the Principal's evaluation will be the Principal's ability to keep spending within the budget parameters.

The budgeting process will begin the April or May before each fiscal year begins. Once the school has reliable estimates of FEFP numbers from the state, the treasurer and/or the finance committee will work with the back office services provider and the Principal to develop a budget model based on the projected number of students. Once the model has been prepared it will be presented to the Board of Directors for discussion and approval. This budget will then provide the Principal with a framework for hiring and purchasing over the summer. In October or November, once the FTE counts have been completed the Board again reexamines the budget to adjust and modify the budget as necessary based on the updated student numbers. This process will occur again after the February counts. The Board can also reexamine the budget at any time it feels necessary based on the realities the school may be facing throughout the year.

By looking at the budget as an ongoing process, we believe we can manage the unexpected expenses which may arise from time to time, and ensure that the school maintains a healthy financial course into the future.

As mentioned above, at each meeting of the Board of Directors a financial report will be presented to the board.

**C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

Pursuant to s. 218.391, F.S., the Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The RFP will include such factors as the ability of personnel, experience, and the ability to furnish the required services in a timely matter. While the cost of the service will be a factor, it will not be the sole or predominant factor used to evaluate the proposals which are received. We will be sure to publicly announce the RFP process and to send the request to several accounting firms, especially those that deal specifically with charter

schools. A deadline will be provided, and once the deadline has passed an ad hoc committee will review the proposals and recommend an auditor to the Board of Directors for selection. The Principal and back office service provider will work closely with the auditor during the process to ensure s/he has all of the information needed to complete the audit by the deadlines designated within the charter contract. We also will include as part of the RFP having the auditor prepare the required annual IRS form 990.

**D. Describe the method by which accounting records will be maintained.**

Part of the RFP we prepare for the back office services provider will include the digital storage and backup of all financial records. We will expect that the accounting staff will use an industry standard accounting package, such as QuickBooks, which is able to be configured to operate in alignment with the Redbook standards. We will ask the provider to outline how the records will be stored and backed up to ensure the records are stored safely. Copies of all invoices and checks made at the school will be kept by the Office Manager using a filing system as will be described in the policies and procedures adopted by the Board of Directors.

In addition to the financial records, the school will be diligent about ensuring all paperwork is completed and stored properly. The Principal will assign a staff member (most likely the office manager) the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the school. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

**E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.**

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per reporting requirements.

**F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.**

As described above, the school intends to begin an RFP process after the charter is approved to retain the services of a back-office service provider. The anticipated costs for the back-office service provider is about \$100 per student. Please See Applicants Attachment FF-3 for a sample RFP with the criteria for selection.

**G. Describe how the school will store financial records.**

Part of the RFP we prepare for the back office services provider will include the digital storage and backup of all financial records. We will expect that the accounting staff will use an industry standard accounting package, such as QuickBooks, which is able to be configured to operate in alignment with the Redbook standards. We will ask the provider to outline how the records will be stored and backed up to ensure the records are stored safely. Copies of all invoices and checks

made at the school will be kept by the Office Manager using a filing system as will be described in the policies and procedures adopted by the Board of Directors.

In addition to the financial records, the school will be diligent about ensuring all paperwork is completed and stored properly. The Principal will assign a staff member (most likely the office manager) the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the school. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

The school will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Babcock Neighborhood School will adhere to the requirement under s.119.021(1)(b), F.S., which states that, insofar as practicable, all public records must be stored in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use.

Student and employee records will be locked with only the essential staff having access to the files, and a system will be put into place to record who has accessed the student records, and if they are checked out for review a method to ensure they are returned within the day they are checked out.

**H. Describe the insurance coverage the school will obtain, including applicable health, workers' compensation, general liability, property insurance, and directors' and officers' liability coverage.**

The school will comply with requirements for insurance coverages as described within the negotiated charter contract. The school understands the need to maintain, and pay for, appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. The school intends to use a company that has an AM Best rating of an "A-" or better and a financial size category of "IV" or better. Evidence of insurance will be provided by the school to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement, the following is what we assume the requirements will be:

- **School Leaders Errors and Omission Insurance** - \$1M per claim/annual aggregate. Maximum of \$25K deductible
- **Commercial General Liability Insurance** - \$1M per occurrence/\$3M annual aggregate. Maximum deductible for property damage will be \$1,000.
- **Automobile Liability Insurance** - \$1M per occurrence/\$3M aggregate. This policy will cover non-owned and hired autos as well.
- **Workers' Compensation Insurance** - As required by Florida statutes.
- **Property Coverage** - To cover all owned real property, furniture, fixtures and equipment.
- **Fidelity Bond** - Not less than \$1M.
- **Employees Liability Insurance** - \$1M per disease, accident and employee.

Where applicable, the school district will be named as an additional insured.

In addition to the insurance policies that cover the school itself, the school will also work with the payroll company to secure appropriate group policies for employees such as health insurance, dental, life, short- and long-term disability, etc.

## Section 22: Start-Up Plan

**A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:**

- 1. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)**
- 2. Identifying and securing facility**
- 3. Recruiting and hiring staff (leaders, teachers, and other staff)**
- 4. Staff training**
- 5. Finalizing curriculum and other instructional materials**
- 6. Governing board training**
- 7. Policy adoption by Board (if necessary)**
- 8. Recruiting students**
- 9. Enrollment lottery, if necessary**
- 10. Establishing financial procedures**
- 11. Securing contracted services**
- 12. Fundraising, if applicable**
- 13. Finalizing transportation and food service plans**
- 14. Procuring furniture, fixtures and equipment**
- 15. Procuring instructional materials**

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement)

| Action Item  | Timeline   |
|--|--|
| Applying for and securing appropriate legal status (e.g., status as state corporation and federal non-profit)  | Complete   |
| <b>Identifying and securing facility</b> <ul style="list-style-type: none"> <li>• Negotiate lease</li> <li>• Complete all necessary facilities contracts on property</li> <li>• Identify and plan for FF&amp;E Needs</li> <li>• Place orders for FF&amp;E</li> <li>• Move into facility</li> </ul>   | Ongoing <ul style="list-style-type: none"> <li>• April 2017</li> <li>• May 2017</li> <li>• April 2017</li> <li>• July 1,2017</li> <li>• August 1, 2017</li> </ul>  |
| <b>Recruiting and Hiring Staff</b> <ul style="list-style-type: none"> <li>• Formally post and recruit for the Principal position</li> <li>• Begin interviewing for the principal position</li> <li>• Make Principal decision</li> <li>• Post teaching positions</li> <li>• Begin interviewing for teaching positions</li> <li>• Have all teachers hired</li> <li>• Fingerprinting, drug testing and background checks completed</li> </ul> | <ul style="list-style-type: none"> <li>• December 15, 2016</li> <li>• January 15, 2017</li> <li>• February 15, 2017</li> <li>• April 15, 2017</li> <li>• May 15, 2017</li> <li>• June 15, 2017</li> <li>• July 15, 2017</li> </ul> |
| <b>Staff Training</b> <ul style="list-style-type: none"> <li>• Teachers report for Orientation</li> <li>• Professional Development</li> </ul>  | <ul style="list-style-type: none"> <li>• August 11, 2017</li> <li>• August 12-16, 2017</li> </ul>  |

| Action Item   | Timeline   |
|---|--|
| <p><b>Finalizing Curriculum and other materials</b></p> <ul style="list-style-type: none"> <li>• Develop “classroom” guides for each core subject area</li> <li>• Finalize decisions regarding the core and supplemental instructional and intervention materials to be purchased</li> <li>• Research potential topics or prompts to support initial implementation of PBL; gather resources and resources</li> <li>• Orders placed for materials as described in Section 4</li> <li>• Develop school-wide curriculum plan for Q 1 with sample lessons</li> <li>• Materials received and inventoried</li> <li>• Review/debrief on Curriculum Implementation for Q1; including analysis of student performance on baseline and interim benchmark assessments; incorporate results of the review into Q 2 curriculum map</li> </ul> | <ul style="list-style-type: none"> <li>• May 2017</li> <li>• May 15, 2017</li> <br/> <li>• April 2017</li> <br/> <li>• June 15, 2017</li> <li>• July 2017</li> <br/> <li>• August 1, 2017</li> <li>• October 2017</li> </ul> |
| <p><b>Governing Board Training</b></p> <ul style="list-style-type: none"> <li>• Board members complete state training</li> <li>• Board members attend statewide charter school conference</li> </ul>  | <ul style="list-style-type: none"> <li>• March 15, 2017</li> <li>• November 2016</li> </ul>  |
| <p><b>Policy Adoption by Board</b></p> <ul style="list-style-type: none"> <li>• Adopt corporate policy manual</li> <li>• Adopt annual budget</li> </ul>   | <ul style="list-style-type: none"> <li>• March 15, 2015</li> <li>• January 2, 2017</li> </ul>  |
| <p><b>Lottery if necessary</b></p> <ul style="list-style-type: none"> <li>• Notification of Lottery (if necessary)</li> <li>• Lottery conducted</li> <li>• Admission/Waitlist notice sent</li> </ul>  | <ul style="list-style-type: none"> <li>• April 2017</li> <li>• May 2017</li> <li>• May 15, 2017</li> </ul>   |
| <p><b>Establishing Financial Procedures</b></p> <ul style="list-style-type: none"> <li>• Release RFP for Back Office Service Provide</li> <li>• Notification to vendor of award of contract</li> <li>• Governing board adopts financial procedures</li> </ul>   | <ul style="list-style-type: none"> <li>• March 2017</li> <li>• April 1, 2017</li> <li>• April 15, 2017</li> </ul>  |
| <p><b>Securing Contracted Services</b></p> <ul style="list-style-type: none"> <li>• Advertise for security, janitorial services, food services, transportation contracts, ESE support staff (OT,PT,SLP)</li> <li>• Interview potential vendors</li> <li>• Make decisions on contracted service providers</li> </ul>   | <ul style="list-style-type: none"> <li>• April 2017</li> <br/> <li>• May 2017</li> <li>• June 2017</li> </ul>  |
| <p><b>Transportation and Food Services</b></p> <ul style="list-style-type: none"> <li>• Negotiate with district or third party provider for Transportation and Food Service</li> <li>• Develop bus pick-up and drop off plan</li> <li>• Develop plan with Food Service Provider for lunch location, times, etc.</li> <li>• Distribute Free and Reduced Lunch survey to all students</li> </ul>  | <ul style="list-style-type: none"> <li>• April 2017</li> <br/> <li>• June 2017</li> <li>• June 2017</li> <br/> <li>• August 2017</li> </ul>  |
| <p><b>Procurement of Furniture, Fixtures, and Equipment</b></p> <ul style="list-style-type: none"> <li>• Orders placed for furniture, fixtures and equipment</li> <li>• Inventory completed for furniture, fixtures, and equipment</li> </ul>   | <ul style="list-style-type: none"> <li>• June 1, 2017</li> <li>• August 1, 2017</li> </ul>   |



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## **STATEMENT OF ASSURANCES**

## STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

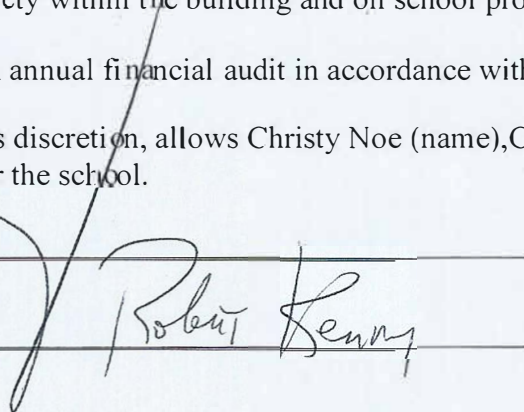
As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Babcock Neighborhood School is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

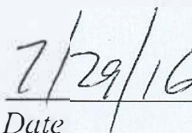
The governing board, at its discretion, allows Christy Noe (name), Consultant (title) to sign as the legal correspondent for the school.

Signature

Printed Name



Date



# **ATTACHMENTS**

## **List of Attachments N/A for this Application**

### **Attachment A: Support for Conversion**

Not applicable; Babcock Neighborhood School is not a conversion school.

### **Attachment E: Pupil Progression Plan, If Applicable**

Not applicable; Babcock Neighborhood School will implement the district's Pupil Progression Plan

### **Attachment G: Proposed Discipline Policy/Code of Conduct**

Not applicable; Babcock Neighborhood School will implement the district's Code of Student Conduct

### **Attachment I: 501(c)(3) Tax-Exempt Determination Letter or Filing Form**

Not available; cannot be obtained until the Charter Application and Charter Contract are approved.

### **Attachment T: Evidence of Demand /Support from Community Partners**

With no other public school nearby, Babcock Neighborhood School will serve students in the town of Babcock Ranch (under development).

### **Attachment U: Evidence of Facility Funding Source**

Not applicable to the Babcock Neighborhood School

### **Attachment V: Draft Rental Agreement, if Applicable**

Not applicable to Babcock Neighborhood School

### **Attachment AA: Commissioner's Letter for High Performing Replication**

Not applicable to Babcock Neighborhood School.

### **Attachment BB: ESP's Organizational Chart**

Not applicable to Babcock Neighborhood School.

### **Attachment CC: ESP's Organizational Chart after Anticipated Growth**

Not applicable to Babcock Neighborhood School

### **Attachment DD: Applicant History Worksheet**

Not applicable to Babcock Neighborhood School; this member group has not operated any other charter school

### **Attachment EE: Draft ESP Contract**

Not applicable to Babcock Neighborhood School

**Attachment B: Sample Daily School Schedule, Annual Number of Days and Hours of Instruction, and Annual School Calendar**

## Sample Daily Schedule and Annual School Calendar

Babcock Neighborhood School will follow the annual calendar set forth by the district, requiring 180 days of instruction each school year. The district’s tentative calendar for the 2017-18 school year is provided at the end of this attachment. The proposed instructional day exceeds state requirements for all grades. We are proposing a six and one-half hour school day for all grades (e.g., 8:30 a.m. to 3 p.m.). Of that time, students in kindergarten through grade five will receive 360 minutes of instruction daily, for a total of 1,080 hours per year. Students in grades six through eight will receive 339 minutes of instruction daily, for a total of 1,017 hours per year.

### Kindergarten through Grade Five

An example of a possible K-5 daily schedule is provided below. The schedule includes:

- Reading/Intervention/Enrichment – 120 minutes that includes 90 minutes of uninterrupted instructional time in reading and an additional 30 minutes of immediate intensive intervention or enrichment, based upon the needs of the student
- Language Arts – 45 minutes that include writing, spelling, and handwriting (kindergarten through grade three)
- Mathematics - 60 minutes per day
- Science/Social Studies - Flexible scheduling that provides 60 minutes daily and an additional 30 minutes twice weekly (360 minutes per week) of instruction in science and/or social studies; this flexibility supports project-based learning and will be implemented in a way that ensures all grade-level content standards for science and social studies are addressed
- Physical Education - 30 minutes
- Art/Music/Drama - 30 minutes per week

### Sample K-5 Schedule

| Subject   | Start Time – End Time   | Instructional Minutes |
|---|-------------------------|-----------------------|
| Morning Meeting/Announcements                             | 8:30 a.m. – 8:45 a.m.   | 15                    |
| Reading/Intervention/Enrichment                           | 8:45 a.m. – 10:45 a.m.  | 120                   |
| Mathematics   | 10:45 a.m. – 11:45 a.m. | 60                    |
| Lunch   | 11:45 a.m. – 12:10 p.m. | 0                     |
| Physical Education  | 12:10 p.m. – 12:40 p.m. | 30                    |
| Language Arts   | 12:40 p.m. – 1:25 p.m.  | 45                    |
| Science; Social Studies (alternating days)                | 1:25 p.m. – 2:25 p.m.   | 60                    |
| Art, Music, Drama, or Extended Sci/SS (rotating schedule) | 2:25 p.m. – 2:55 p.m.   | 30                    |
| Dismissal   | 2:55 p.m. – 3:00 p.m.   | 0                     |
| <b>Total Instructional Minutes</b>                        |                         | <b>360</b>            |

### Grades Six through Eight

An example of a possible 6-8 daily schedule and the total number of courses, by subject, are provided below. All courses will be drawn from those set forth in the FLDOE Course Code Directory. The schedule includes:

- English - Regular and advanced courses
- Mathematics – Regular and advanced courses, including Algebra 1 for high school credit (and Geometry 1, if demand warrants)

- Science - Regular and advanced courses, including Biology 1 for high school credit
- Social Studies - Regular and advanced courses, including Civics
- Physical Education
- World Language – Most likely this will be Spanish, unless demand supports a different language
- Electives – Regular, advanced courses, including:
  - ✓ Fine and performing arts – studio art, art appreciation, music, drama
  - ✓ Introductory/exploratory courses in career and technical education, such as: Exploration of Green Construction and Architecture and Career Planning; Exploring Technology and Career Planning; Exploration of Power and Energy Technology and Career Planning; Introduction to Energy and Career Planning
  - ✓ Intensive reading course as applicable for student’s performing significantly below grade level on the ELA FSA

**Sample 6-8 Schedule**

|                                    | <b>Subject</b>              | <b>Start Time – End Time</b> | <b>Instructional Minutes</b> |
|------------------------------------|-----------------------------|------------------------------|------------------------------|
| 1                                  | Home Room; English          | 8:30 a.m. – 9:27 a.m.        | 57                           |
| 2                                  | Mathematics                 | 9:30 a.m. – 10:17 a.m.       | 47                           |
| 3                                  | Elective/Physical Education | 10:20 a.m. – 11:07 a.m.      | 47                           |
| 4                                  | Social Studies              | 11:10 a.m. – 11:57 a.m.      | 47                           |
|                                    | Lunch                       | 12:00 p.m. – 12:30 p.m.      | 0                            |
| 5                                  | Science                     | 12:33 p.m. – 1:20 p.m.       | 47                           |
| 6                                  | Elective                    | 1:23 p.m. – 2:10 p.m.        | 47                           |
| 7                                  | World Language              | 2:13 p.m. – 3:00 p.m.        | 47                           |
| <b>Total Instructional Minutes</b> |                             |                              | <b>339</b>                   |






**Courses by Grade and Subject**

| <b>Grade</b> | <b>English</b> | <b>Math</b> | <b>Social Studies/<br/>Civics</b> | <b>Science</b> | <b>World<br/>Language</b> | <b>PE</b> | <b>Electives</b> | <b>Totals</b> |
|--------------|----------------|-------------|-----------------------------------|----------------|---------------------------|-----------|------------------|---------------|
| <b>6</b>     | 1              | 1           | 1                                 | 1              | 1                         | .5        | 1.5              | 7             |
| <b>7</b>     | 1              | 1           | 1                                 | 1              | 1                         | .5        | 1.5              | 7             |
| <b>8</b>     | 1              | 1           | 1                                 | 1              | 1                         | .5        | 1.5              | 7             |
|              | 3              | 3           | 3                                 | 3              | 3                         | 1.5       | 4.5              | 21            |



**CHARLOTTE COUNTY PUBLIC SCHOOLS  
REGULAR SCHOOL CALENDAR  
2016-2017**

| 2016/2017         | M  | T  | W  | T  | F  | Accumulated Student Days | Accumulated Teacher Days | Holiday/Day  |
|-------------------|----|----|----|----|----|--------------------------|--------------------------|--|
| <b>JULY 2016</b>  |    |    |    |    | 1  |                          |                          |  |
|                   | 4  | 5  | 6  | 7  | 8  |                          |                          |  |
|                   | 11 | 12 | 13 | 14 | 15 |                          |                          |  |
|                   | 18 | 19 | 20 | 21 | 22 |                          |                          |  |
|                   | 25 | 26 | 27 | 28 | 29 |                          |                          |  |
| <b>AUG 2016</b>   | 1  | 2  | 3  | 4  | 5  |                          | 2                        | Aug 4 - First Day for Teachers - Aug 5 - PD Day #1 (school-based initiatives)<br><b>Aug 10 - First Day for Students</b>  |
|                   | 8  | 9  | 10 | 11 | 12 | 3                        | 7                        |  |
|                   | 15 | 16 | 17 | 18 | 19 | 8                        | 12                       |  |
|                   | 22 | 23 | 24 | 25 | 26 | 13                       | 17                       |  |
|                   | 29 | 30 | 31 |    |    | 15                       | 20                       |  |
| <b>15.20</b>      |    |    |    |    |    |                          |                          | Aug 30 - Primary Election - Teacher Work Day - PD Day #2 (district initiatives)  |
| <b>SEPT 2016</b>  |    |    |    | 1  | 2  | 17                       | 22                       | Sept 5 - Labor Day - Employee Day Off  |
|                   | 5  | 6  | 7  | 8  | 9  | 21                       | 26                       |  |
|                   | 12 | 13 | 14 | 15 | 16 | 26                       | 31                       |  |
|                   | 19 | 20 | 21 | 22 | 23 | 31                       | 36                       |  |
|                   | 26 | 27 | 28 | 29 | 30 | 36                       | 41                       |  |
| <b>21.21</b>      |    |    |    |    |    |                          |                          |  |
| <b>OCT 2016</b>   | 3  | 4  | 5  | 6  | 7  | 41                       | 46                       | Oct 13 - End of Qtr 1 (45)<br>Oct 14 - Teacher Work Day  |
|                   | 10 | 11 | 12 | 13 | 14 | 45                       | 51                       |  |
|                   | 17 | 18 | 19 | 20 | 21 | 50                       | 56                       |  |
|                   | 24 | 25 | 26 | 27 | 28 | 55                       | 61                       |  |
|                   | 31 |    |    |    |    | 56                       | 62                       |  |
| <b>20.21</b>      |    |    |    |    |    |                          |                          |  |
| <b>NOV 2016</b>   |    | 1  | 2  | 3  | 4  | 60                       | 66                       | Nov 8 - General Election - Teacher Work Day - PD Day #3 (school-based initiative)<br>Nov 11 - Veterans Day<br>Nov 21 - Hurricane Make-up #2/Nov 22 - Hurricane Make-up #3<br>Nov 24 - Thanksgiving (Pd Holiday #1) |
|                   | 7  | 8  | 9  | 10 | 11 | 64                       | 71                       |  |
|                   | 14 | 15 | 16 | 17 | 18 | 69                       | 76                       |  |
|                   | 21 | 22 | 23 | 24 | 25 | 69                       | 77                       |  |
|                   | 28 | 29 | 30 |    |    | 72                       | 80                       |  |
| <b>16.18</b>      |    |    |    |    |    |                          |                          |  |
| <b>DEC 2016</b>   |    |    |    | 1  | 2  | 74                       | 82                       | Dec 21 - End of Qtr 2 (42)<br>Dec 22 - Jan 3 - Winter Break<br>Dec 26 - (observed) (Pd Holiday #2)   |
|                   | 5  | 6  | 7  | 8  | 9  | 79                       | 87                       |  |
|                   | 12 | 13 | 14 | 15 | 16 | 84                       | 92                       |  |
|                   | 19 | 20 | 21 | 22 | 23 | 87                       | 95                       |  |
|                   | 26 | 27 | 28 | 29 | 30 | 87                       | 96                       |  |
| <b>15.16</b>      |    |    |    |    |    |                          |                          |  |
| <b>JAN 2017</b>   | 2  | 3  | 4  | 5  | 6  | 90                       | 100                      | Jan 2 - (observed)<br>Jan 3 - Teacher Work Day<br>Jan 4 - Students Return from Winter Break<br>Jan 16 - Martin Luther King - Employee Day Off  |
|                   | 9  | 10 | 11 | 12 | 13 | 95                       | 105                      |  |
|                   | 16 | 17 | 18 | 19 | 20 | 99                       | 109                      |  |
|                   | 23 | 24 | 25 | 26 | 27 | 104                      | 114                      |  |
|                   | 30 | 31 |    |    |    | 106                      | 116                      |  |
| <b>19.20</b>      |    |    |    |    |    |                          |                          |  |
| <b>FEB 2017</b>   |    |    | 1  | 2  | 3  | 109                      | 119                      | Feb 20 - President's Day - Employee Day Off<br>FSA Writes Feb 27 - Mar 10  |
|                   | 6  | 7  | 8  | 9  | 10 | 114                      | 124                      |  |
|                   | 13 | 14 | 15 | 16 | 17 | 119                      | 129                      |  |
|                   | 20 | 21 | 22 | 23 | 24 | 123                      | 133                      |  |
|                   | 27 | 28 |    |    |    | 125                      | 135                      |  |
| <b>19.19</b>      |    |    |    |    |    |                          |                          |  |
| <b>MARCH 2017</b> |    |    | 1  | 2  | 3  | 128                      | 138                      | Mar 10 - End of Qtr 3 (46)<br>Mar 13 - 17 - Spring Break<br>Mar 20 - Teacher Work Day<br>FSA & FCAT Testing Mar 27 - April 21  |
|                   | 6  | 7  | 8  | 9  | 10 | 133                      | 143                      |  |
|                   | 13 | 14 | 15 | 16 | 17 | 133                      | 143                      |  |
|                   | 20 | 21 | 22 | 23 | 24 | 137                      | 148                      |  |
|                   | 27 | 28 | 29 | 30 | 31 | 142                      | 153                      |  |
| <b>17.18</b>      |    |    |    |    |    |                          |                          |  |
| <b>APRIL 2017</b> | 3  | 4  | 5  | 6  | 7  | 147                      | 158                      | April 14 - (Pd Holiday #3)<br>FSA & FCAT Testing Mar 27 - April 21   |
|                   | 10 | 11 | 12 | 13 | 14 | 151                      | 163                      |  |
|                   | 17 | 18 | 19 | 20 | 21 | 156                      | 168                      |  |
|                   | 24 | 25 | 26 | 27 | 28 | 161                      | 173                      |  |
| <b>19.20</b>      |    |    |    |    |    |                          |                          |  |
| <b>MAY 2017</b>   | 1  | 2  | 3  | 4  | 5  | 166                      | 178                      | May 25 - End of Qtr 4 (47) Last Day for Students<br>May 26 - Hurricane Make-up Day #1 for Students/Last Day for Teachers<br>May 29 - Memorial Day<br>May 30 - Hurricane Make-up Day #1 for Teachers                |
|                   | 8  | 9  | 10 | 11 | 12 | 171                      | 183                      |  |
|                   | 15 | 16 | 17 | 18 | 19 | 176                      | 188                      |  |
|                   | 22 | 23 | 24 | 25 | 26 | 180                      | 193                      |  |
|                   | 29 | 30 | 31 |    |    |                          |                          |  |
| <b>19.20</b>      |    |    |    |    |    |                          |                          |  |
| <b>JUNE 2017</b>  |    |    |    | 1  | 2  |                          |                          |  |
|                   | 5  | 6  | 7  | 8  | 9  |                          |                          |  |
|                   | 12 | 13 | 14 | 15 | 16 |                          |                          |  |
|                   | 19 | 20 | 21 | 22 | 23 |                          |                          |  |
|                   | 26 | 27 | 28 | 29 | 30 |                          |                          |  |

|   |                                   |
|---|-----------------------------------|
|  | Student days off/Teacher work day |
|  | Paid holidays                     |
|  | Teacher/student day off           |
|  | End of grading period             |
|  | Hurricane make-up day             |

**\*Other hurricane make-up days may need to be taken during the year in the event that hurricane make-up days are used.**

## **Attachment C: Sample Curriculum Scope and Sequence**

# Pacing & Curriculum Guide

## Grade 3 – Language Arts (#5010044)

Regular School Year



### Content:

- ❖ Grade 3 Course Description and ELD Standards
  - ❖ Pacing Guide
  - ❖ Curriculum Guide

**Draft ~ Oct. 2015**

*The Pacing Guide will be reviewed and revised if necessary every year.*

## VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 3.

## GENERAL NOTES

### Special Notes:

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).



| Grade Level:                                    | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4  |
|---|--|--|--|--|
| <b>3rd</b>                                      |  |  |  |  |
| <b>Reading Standards for Literature</b>         | <a href="#">RL.1.1 Ask &amp; Answer Text Based Questions</a><br><a href="#">RL.1.2 Recount Moral, Lesson or Message</a><br><a href="#">RL.1.3 Character Traits</a><br><a href="#">RL.2.4 Determining Meaning</a><br><a href="#">RL.2.5 Structural Elements</a><br><a href="#">RL.2.6 Point of View</a><br><a href="#">RL.3.7 Contribution of Text Illustrations</a><br><a href="#">RL.3.9 Compare &amp; Contrast Themes</a><br><a href="#">RL.4.10 Text Complexity</a>   | <a href="#">RL.1.1 Ask &amp; Answer Text Based Questions</a><br><a href="#">RL.1.2 Recount Moral, Lesson or Message</a><br><a href="#">RL.1.3 Character Traits</a><br><a href="#">RL.2.4 Determining Meaning</a><br><a href="#">RL.2.5 Structural Elements</a><br><a href="#">RL.2.6 Point of View</a><br><a href="#">RL.3.7 Contribution of Text Illustrations</a><br><a href="#">RL.3.9 Compare &amp; Contrast Themes</a><br><a href="#">RL.4.10 Text Complexity</a>   | <a href="#">RL.1.1 Ask &amp; Answer Text Based Questions</a><br><a href="#">RL.1.2 Recount Moral, Lesson or Message</a><br><a href="#">RL.1.3 Character Traits</a><br><a href="#">RL.2.4 Determining Meaning</a><br><a href="#">RL.2.5 Structural Elements</a><br><a href="#">RL.2.6 Point of View</a><br><a href="#">RL.3.7 Contribution of Text Illustrations</a><br><a href="#">RL.3.9 Compare &amp; Contrast Themes</a><br><a href="#">RL.4.10 Text Complexity</a>   | <a href="#">RL.1.1 Ask &amp; Answer Text Based Questions</a><br><a href="#">RL.1.2 Recount Moral, Lesson or Message</a><br><a href="#">RL.1.3 Character Traits</a><br><a href="#">RL.2.4 Determining Meaning</a><br><a href="#">RL.2.5 Structural Elements</a><br><a href="#">RL.2.6 Point of View</a><br><a href="#">RL.3.7 Contribution of Text Illustrations</a><br><a href="#">RL.3.9 Compare &amp; Contrast Themes</a><br><a href="#">RL.4.10 Text Complexity</a>   |
| <b>Reading Standards for Informational Text</b> | <a href="#">RI.1.1 Text Evidence</a><br><a href="#">RI.1.2 Main Idea</a><br><a href="#">RI.1.3 Relationship Between Ideas &amp; Concepts</a><br><a href="#">RI.2.4 Academic &amp; Domain Specific Words</a><br><a href="#">RI.2.5 Text Features &amp; Search Tools</a><br><a href="#">RI.2.6 Point of View</a><br><a href="#">RI.3.7 Contribution of Text Illustrations</a><br><a href="#">RI.3.8 Sentences &amp; Paragraphs Connections</a><br><a href="#">RI.3.9 Compare &amp; Contrast</a><br><a href="#">RI.4.10 Text Complexity</a> | <a href="#">RI.1.1 Text Evidence</a><br><a href="#">RI.1.2 Main Idea</a><br><a href="#">RI.1.3 Relationship Between Ideas &amp; Concepts</a><br><a href="#">RI.2.4 Academic &amp; Domain Specific Words</a><br><a href="#">RI.2.5 Text Features &amp; Search Tools</a><br><a href="#">RI.2.6 Point of View</a><br><a href="#">RI.3.7 Contribution of Text Illustrations</a><br><a href="#">RI.3.8 Sentences &amp; Paragraphs Connections</a><br><a href="#">RI.3.9 Compare &amp; Contrast</a><br><a href="#">RI.4.10 Text Complexity</a> | <a href="#">RI.1.1 Text Evidence</a><br><a href="#">RI.1.2 Main Idea</a><br><a href="#">RI.1.3 Relationship Between Ideas &amp; Concepts</a><br><a href="#">RI.2.4 Academic &amp; Domain Specific Words</a><br><a href="#">RI.2.5 Text Features &amp; Search Tools</a><br><a href="#">RI.2.6 Point of View</a><br><a href="#">RI.3.7 Contribution of Text Illustrations</a><br><a href="#">RI.3.8 Sentences &amp; Paragraphs Connections</a><br><a href="#">RI.3.9 Compare &amp; Contrast</a><br><a href="#">RI.4.10 Text Complexity</a> | <a href="#">RI.1.1 Text Evidence</a><br><a href="#">RI.1.2 Main Idea</a><br><a href="#">RI.1.3 Relationship Between Ideas &amp; Concepts</a><br><a href="#">RI.2.4 Academic &amp; Domain Specific Words</a><br><a href="#">RI.2.5 Text Features &amp; Search Tools</a><br><a href="#">RI.2.6 Point of View</a><br><a href="#">RI.3.7 Contribution of Text Illustrations</a><br><a href="#">RI.3.8 Sentences &amp; Paragraphs Connections</a><br><a href="#">RI.3.9 Compare &amp; Contrast</a><br><a href="#">RI.4.10 Text Complexity</a> |
| <b>Reading Standards: Foundational Skills</b>   | <a href="#">RF.3.3 Phonics</a><br><a href="#">RF.4.4 Fluency</a>   | <a href="#">RF.3.3 Phonics</a><br><a href="#">RF.4.4 Fluency</a>   | <a href="#">RF.3.3 Phonics</a><br><a href="#">RF.4.4 Fluency</a>   | <a href="#">RF.3.3 Phonics</a><br><a href="#">RF.4.4 Fluency</a>   |
| <b>Writing Standards</b>                        | <a href="#">W.1.1 Opinion</a><br><a href="#">W.1.2 Informative/Explanatory</a><br><a href="#">W.1.3 Narrative</a><br><a href="#">W.2.4 Purpose, Task &amp; Organization</a><br><a href="#">W.2.5 Planning, Revising &amp; Editing</a>  | <a href="#">W.1.1 Opinion</a><br><a href="#">W.1.2 Informative/Explanatory</a><br><a href="#">W.1.3 Narrative</a><br><a href="#">W.2.4 Purpose, Task &amp; Organization</a><br><a href="#">W.2.5 Planning, Revising &amp; Editing</a>  | <a href="#">W.1.1 Opinion</a><br><a href="#">W.1.2 Informative/Explanatory</a><br><a href="#">W.1.3 Narrative</a><br><a href="#">W.2.4 Purpose, Task &amp; Organization</a><br><a href="#">W.2.5 Planning, Revising &amp; Editing</a>  | <a href="#">W.1.1 Opinion</a><br><a href="#">W.1.2 Informative/Explanatory</a><br><a href="#">W.1.3 Narrative</a><br><a href="#">W.2.4 Purpose, Task &amp; Organization</a><br><a href="#">W.2.5 Planning, Revising &amp; Editing</a>  |



|   |   |   |   |  |
|---|---|---|---|--|
|   | <a href="#">W.2.6 Technology to Produce &amp; Publish</a><br><a href="#">W.3.7 Research Projects</a><br><a href="#">W.3.8 Use Print &amp; Digital Sources</a><br><a href="#">W.4.10 Writing Routinely</a>   | <a href="#">W.2.6 Technology to Produce &amp; Publish</a><br><a href="#">W.3.7 Research Projects</a><br><a href="#">W.3.8 Use Print &amp; Digital Sources</a><br><a href="#">W.4.10 Writing Routinely</a>   | <a href="#">W.2.6 Technology to Produce &amp; Publish</a><br><a href="#">W.3.7 Research Projects</a><br><a href="#">W.3.8 Use Print &amp; Digital Sources</a><br><a href="#">W.4.10 Writing Routinely</a>   | <a href="#">W.2.6 Technology to Produce &amp; Publish</a><br><a href="#">W.3.7 Research Projects</a><br><a href="#">W.3.8 Use Print &amp; Digital Sources</a><br><a href="#">W.4.10 Writing Routinely</a>  |
| <b>Speaking &amp; Listening Standards</b> | <a href="#">SL.1.1 Range of Collaborative Discussions</a><br><a href="#">SL.1.2 Main Idea in Diverse Formats</a><br><a href="#">SL.1.3 Ask &amp; Answer Questions of Speaker</a><br><a href="#">SL.2.4 Report on a Topic</a><br><a href="#">SL.2.5 Adding Visual &amp; Audio To Emphasize</a><br><a href="#">SL.2.6 Speak Appropriate to Task</a>                   | <a href="#">SL.1.1 Range of Collaborative Discussions</a><br><a href="#">SL.1.2 Main Idea in Diverse Formats</a><br><a href="#">SL.1.3 Ask &amp; Answer Questions of Speaker</a><br><a href="#">SL.2.4 Report on a Topic</a><br><a href="#">SL.2.5 Adding Visual &amp; Audio To Emphasize</a><br><a href="#">SL.2.6 Speak Appropriate to Task</a>                   | <a href="#">SL.1.1 Range of Collaborative Discussions</a><br><a href="#">SL.1.2 Main Idea in Diverse Formats</a><br><a href="#">SL.1.3 Ask &amp; Answer Questions of Speaker</a><br><a href="#">SL.2.4 Report on a Topic</a><br><a href="#">SL.2.5 Adding Visual &amp; Audio To Emphasize</a><br><a href="#">SL.2.6 Speak Appropriate to Task</a>                   | <a href="#">SL.1.1 Range of Collaborative Discussions</a><br><a href="#">SL.1.2 Main Idea in Diverse Formats</a><br><a href="#">SL.1.3 Ask &amp; Answer Questions of Speaker</a><br><a href="#">SL.2.4 Report on a Topic</a><br><a href="#">SL.2.5 Adding Visual &amp; Audio To Emphasize</a><br><a href="#">SL.2.6 Speak Appropriate to Task</a>  |
| <b>Language Standards</b>                 | <a href="#">L.1.1* Grammar Speaking &amp; Writing</a><br><a href="#">L.1.2 Capitalization, Punctuation &amp; Spelling</a><br><a href="#">L.2.3 Knowledge of Language</a><br><a href="#">L.3.4 Unknown &amp; Multiple Meaning Words</a><br><a href="#">L.3.5 Word Relationships &amp; Nuances</a><br><a href="#">L.3.6 Academic &amp; Domain Specific Vocabulary</a> | <a href="#">L.1.1* Grammar Speaking &amp; Writing</a><br><a href="#">L.1.2 Capitalization, Punctuation &amp; Spelling</a><br><a href="#">L.2.3 Knowledge of Language</a><br><a href="#">L.3.4 Unknown &amp; Multiple Meaning Words</a><br><a href="#">L.3.5 Word Relationships &amp; Nuances</a><br><a href="#">L.3.6 Academic &amp; Domain Specific Vocabulary</a> | <a href="#">L.1.1* Grammar Speaking &amp; Writing</a><br><a href="#">L.1.2 Capitalization, Punctuation &amp; Spelling</a><br><a href="#">L.2.3 Knowledge of Language</a><br><a href="#">L.3.4 Unknown &amp; Multiple Meaning Words</a><br><a href="#">L.3.5 Word Relationships &amp; Nuances</a><br><a href="#">L.3.6 Academic &amp; Domain Specific Vocabulary</a> | <a href="#">L.1.1* Grammar Speaking &amp; Writing</a><br><a href="#">L.1.2 Capitalization, Punctuation &amp; Spelling</a><br><a href="#">L.2.3 Knowledge of Language</a><br><a href="#">L.3.4 Unknown &amp; Multiple Meaning Words</a><br><a href="#">L.3.5 Word Relationships &amp; Nuances</a><br><a href="#">L.3.6 Academic &amp; Domain Specific Vocabulary</a><br><b>New Standards after FSA: L.1.1a; cursive</b> |
| <b>Total Number of Standards</b>          | 42  | 42  | 42  | 42   |

NOT FINAL

| Reading Standards for Literature Cluster 1: Key Ideas and Details   |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RL.1.1</a><br/>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>  | <ul style="list-style-type: none"> <li>It is important to refer to text for confirmation of answers to questions.</li> <li>It is important to question what you are reading.</li> </ul>   | <ul style="list-style-type: none"> <li>I can ask questions to clarify understanding of a literary text.</li> <li>I can answer questions based on evidence and details in a literary text.</li> </ul>   |
| DOK Level   | The student is able to:   |  |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Use text to answer a variety of questions.</li> <li>Ask a variety of questions from text to clarify understanding.</li> <li>Cite evidence from the text as the basis for discussion and answers to questions.</li> </ul> |  |
| Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas &amp; Details 15-25%</i>   |   | Learning Progression   |
| <p>Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.</p> |   | <p><b>K:</b> With prompting and support, ask and answer questions about key details in a text.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] ask and answer questions about key details in a text.<br/> <b>2<sup>nd</sup>:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br/> <b>3<sup>rd</sup>:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br/> <b>4<sup>th</sup>:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br/> <b>5<sup>th</sup>:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> |
| Suggested Resources   |   |  |
| <p><b>iReady LAFS:</b> Unit 2: Lesson 5<br/> <b>Reading Street:</b> All fictional stories; This is a spiraling skill which needs to be addressed throughout the year.<br/> <b>CPALMS:</b> 32 lessons</p>                        |   |  |

| Reading Standards for Literature Cluster 1: Key Ideas and Details  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RL.1.2</a><br/>                     Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>   | <ul style="list-style-type: none"> <li>• Key details are needed to recount/retell a story.</li> <li>• Fables, folktales, and myths are different types of literary texts.</li> <li>• Key details are used to support the central message (main idea) or moral (lesson) of the text.</li> <li>• Diverse cultures have different versions of familiar fables and folktales.</li> <li>• Literary text reflects the cultures of diverse people.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can use key details to retell stories including fables, folktales, and myths from other cultures in order to determine the main idea (central message) and lesson or moral of a fable, folktale or myth.</li> <li>• I can use the most important details to retell the story.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p><b>2</b><br/>                     Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Summarize a literary text using key details.</li> <li>• Distinguish between fables, folktales, and myths.</li> <li>• Draw conclusions about the central message or moral of the text.</li> <li>• Investigate literature from diverse cultures to identify lessons or morals.</li> </ul>  |   |
| Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas &amp; Details 15-25%</i>  | Learning Progression  |   |
| <p>Items may ask the student to appropriately sequence events. Items may ask the student to determine the central message, lesson, or moral of a passage and how key details support the central message, lesson, or moral of a passage and how key details support the central message, lesson, or moral.</p> | <p><b>K:</b> With prompting and support, retell familiar stories, including key details.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] retell stories, including key details, and demonstrate understanding of their central message or lesson.<br/> <b>2<sup>nd</sup>:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.<br/> <b>3<sup>rd</sup>:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.<br/> <b>4<sup>th</sup>:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.<br/> <b>5<sup>th</sup>:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> |   |
| Suggested Resources  |   |   |
| <p><b>iReady LAFS:</b> Unit 2: Lesson 7<br/> <b>Reading Street:</b> U1 W2- What About Me?/U6W5- Atlantis-The Legend of a Lost City/U4W5 Fly Eagle Fly; This is a spiraling skill which needs to be addressed throughout the year.<br/> <b>CPALMS:</b> 18 lessons</p>   |   |   |



| Reading Standards for Literature Cluster 1: Key Ideas and Details   |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RL.1.3</a><br/>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>  | <ul style="list-style-type: none"> <li>• A character's actions affect the outcome of a story.</li> <li>• Every story has a sequence of events.</li> <li>• Characters have traits, motivations, and feelings that are described in a story.</li> <li>• Characters can be described based on traits, motivations, and/or feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• I can describe characters by referring to what they say, do, feel and/or act to explain how a character's actions affect the sequence of events in a story.</li> </ul>  |
| DOK Level   | The student is able to:   |  |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Recognize characters traits in a story.</li> <li>• Describe characters in a story by referring to details about their traits, motivations, and/or feelings.</li> <li>• Explain how a character's actions impact the sequence of events and outcome of a story.</li> </ul>                          |  |
| Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas &amp; Details 15-25%</i>   |   | Learning Progression   |
| <p>Items may ask the student to use explicit and implicit details from the text to describe a character and how the character's actions affect the events in the text. The item may require the student to draw inferences from the text.</p>             |   | <p><b>K:</b> With prompting and support, identify characters, settings, and major events in a story.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] Describe characters, settings, and major events in a story, using key details.<br/> <b>2<sup>nd</sup>:</b> Describe how characters in a story respond to major events and challenges.<br/> <b>3<sup>rd</sup>:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.<br/> <b>4<sup>th</sup>:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).<br/> <b>5<sup>th</sup>:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> |
| Suggested Resources   |   |  |
| <p><b>iReady LAFS:</b> Unit 2: Lesson 6<br/> <b>Reading Street:</b> Unit 1 Week 1 When Charlie McButton Lost Power/U3W3-Pushing Up The Sky; This is a spiraling skill which needs to be addressed throughout the year.<br/> <b>CPALMS:</b> 26 lessons</p> |   |  |

| Reading Standards for Literature Cluster 2: Craft & Structure  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RL.2.4</a><br/>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>  | <ul style="list-style-type: none"> <li>Words and phrases can have different meanings within text.</li> <li>Words and phrases in a story may be literal or non-literal.</li> <li>The author's word choice shapes the meaning.</li> </ul> | <ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in a literary text in order to tell the difference between literal and non-literal language.</li> </ul>   |
| DOK Level  | The student is able to:   |   |
| <p>2<br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a literary text.</li> <li>Differentiate between literal and non-literal words and phrases.</li> </ul>                             |   |
| Assessment Limits ~ FSA Reporting Categories: <i>Craft &amp; Structure 25-35%</i>  |   | Learning Progression  |
| <p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> |   | <p><b>K:</b> Ask and answer questions about unknown words in a text.<br/> <b>1<sup>st</sup>:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.<br/> <b>2<sup>nd</sup>:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.<br/> <b>3<sup>rd</sup>:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br/> <b>4<sup>th</sup>:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).<br/> <b>5<sup>th</sup>:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> |
| Suggested Resources  |   |   |
| <p><b>iReady LAFS:</b> Unit 4: Lesson 12<br/> <b>Reading Street:</b> U3W4 Symphony of Whales/U2W2 I Wanna Iguana This is a spiraling skill which needs to be addressed throughout the year.<br/> <b>CPALMS:</b> 8 lessons</p>  |   |   |

| Reading Standards for Literature Cluster 2: Craft & Structure   |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RL.2.5</a><br/>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>  | <ul style="list-style-type: none"> <li>• Stories, dramas, and poems have unique structures.</li> <li>• Stories, dramas, and poems are written sequentially.</li> <li>• Words such as chapter, scene, and stanza/verse describe the different parts of a story, drama, or poem.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can refer to parts of stories, dramas, and poems to give examples when writing or speaking about literary text using the words chapter, scene and stanza/verse correctly.</li> <li>• I can describe how successive parts of a text build on earlier sections.</li> </ul>  |
| DOK Level   | The student is able to:   |  |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Use the terms chapter, scene, and stanza correctly when talking about stories, dramas, and poems.</li> <li>• Explain how chapters and scenes build on the previous chapters and scenes.</li> <li>• Refer to parts of stories, dramas, and poems to cite evidence when writing and speaking about literary text.</li> </ul> |  |
| Assessment Limits ~ Reporting Category: <i>Craft &amp; Structure 25-35%</i>   |   | Learning Progression   |
| <p>Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support the explanations.</p> |   | <p><b>K:</b> Recognize common types of texts (e.g., storybooks, poems).<br/> <b>1<sup>st</sup>:</b> Recognize common types of texts (e.g., storybooks, poems).<br/> <b>2<sup>nd</sup>:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.<br/> <b>3<sup>rd</sup>:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.<br/> <b>4<sup>th</sup>:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.<br/> <b>5<sup>th</sup>:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> |
| Suggested Resources   |   |  |
| <p><b>iReady LAFS:</b> Unit 4: Lesson 13:Stories, 14:Plays, 15:Poems<br/> <b>Reading Street:</b> Unit 3 Week 2 Pushing up the Sky/U1W1 Charlie McButton/U5W3 Good Bye 382/U6W2 Happy Birthday Mr. Kang<br/> <b>CPALMS:</b> 1 lesson</p>   |   |  |

| Reading Standards for Literature Cluster 2: Craft & Structure   |  |   |
|---|--|---|
| Standard  | The student understands that:  | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RL.2.6</a><br/>Distinguish their own point of view from that of the narrator or those of the characters.</p>  | <ul style="list-style-type: none"> <li>• A character has a point of view.</li> <li>• A narrator in a story has a point of view.</li> <li>• A reader has a point of view.</li> <li>• Points of view may differ.</li> </ul>                              | <ul style="list-style-type: none"> <li>• I can form an opinion to tell how my point of view is different from the character/narrator point of view in a story.</li> </ul>   |
| DOK Level   | The student is able to:  |   |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Determine a character's or narrator's point of view.</li> <li>• Determine his/her own point of view regarding a text.</li> <li>• Differentiate between personal views and views expressed in text.</li> </ul> |   |
| Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%  |  | Learning Progression  |
| <p>Items may ask the student to evaluate the point of view of the narrator or the characters in a text. Items should not ask the student to identify the narrator in a text in isolation. Instead, items should ask the student to provide support for the identification of the narrator. Items should not ask the student to identify first and third person point of view.</p> |  | <p><b>K:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.<br/> <b>1<sup>st</sup>:</b> Identify who is telling the story at various points in a text.<br/> <b>2<sup>nd</sup>:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.<br/> <b>3<sup>rd</sup>:</b> Distinguish their own point of view from that of the narrator or those of the characters.<br/> <b>4<sup>th</sup>:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.<br/> <b>5<sup>th</sup>:</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> |
| Suggested Resources   |  |   |
| <p><b>iReady LAFS:</b> Unit 4 Lesson 16<br/> <b>Reading Street:</b> U1W5 Rows and Piles of Coins/U2W4 Tops and Bottoms/U5W5 Me and Uncle Romie; This is a spiraling skill which needs to be addressed throughout the year.<br/> <b>CPALMS:</b> 5 lessons</p>  |  |   |

| Reading Standards for Literature Cluster 3: Integration of Knowledge & Ideas   |  |  |
|--|--|--|
| Standard   | The student understands that:  | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RL.3.7</a><br/>                     Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>  | <ul style="list-style-type: none"> <li>• Illustrations enhance and provide deeper meaning to a story.</li> <li>• Illustrations connect to the words in a story.</li> <li>• Illustrations can convey mood.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• I can use the illustrations and text to explain the mood, setting, and characters of a story.</li> <li>• I can explain how illustrations and text are related in a story.</li> </ul>  |
| DOK Level  | The student is able to:  |  |
| <p>2<br/>                     Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>• Explain how the illustrations and text are related.</li> <li>• Determine the mood conveyed by the illustrations in a story.</li> <li>• Explain how illustrations contribute to the message of a story.</li> </ul> |  |
| Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge &amp; Ideas 20-30%</i>   |  | Learning Progression   |
| <p>Items may require the student to explain how an illustration relates to the text. Items may ask the student to consider how illustrations affect the meaning of the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer option.</p> |  | <p><b>K:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).<br/> <b>1<sup>st</sup>:</b> Use illustrations and details in a story to describe its characters, setting, or events.<br/> <b>2<sup>nd</sup>:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.<br/> <b>3<sup>rd</sup>:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).<br/> <b>4<sup>th</sup>:</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.<br/> <b>5<sup>th</sup>:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p> |
| Suggested Resources  |  |  |
| <p><b>iReady LAFS:</b> Unit 6 Lesson 21<br/> <b>Reading Street:</b> U2 W2 I Wanna Iguana/U6W4 Two Bad Ants/U5W1 Suki's Kimono/U5W4 Jalapeno Bagels; Skills are spiraled throughout year.<br/> <b>CPALMS:</b> 8 lessons</p>   |  |  |

| Reading Standards for Literature Cluster 3: Integration of Knowledge & Ideas  |  |  |
|---|--|--|
| Standard  | The student understands that:  | Student Friendly Learning Targets  |
| <p><u>LAFS.3.RL.3.9</u><br/>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>   | <ul style="list-style-type: none"> <li>• Authors may use the same characters in a series of books.</li> <li>• The theme, plot, and setting could be similar or different in books by the same author.</li> <li>• Although the characters in a series can be the same, the theme, plot, and setting can change.</li> </ul>                        | <ul style="list-style-type: none"> <li>• I can compare and contrast themes from different stories with the same or similar characters by the same author.</li> <li>• I can compare and contrast settings with the same or similar character from different stories by the same author.</li> <li>• I can compare and contrast plots with the same or similar characters from different stories by the same author.</li> <li>• I can identify a book series by an author.</li> </ul>   |
| DOK Level   | The student is able to:  |  |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Identify book series by familiar authors.</li> <li>• Compare and contrast the themes in stories written by the same author.</li> <li>• Compare and contrast the settings of stories written by the same author.</li> <li>• Compare and contrast plots of stories written by the same author.</li> </ul> |  |
| Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge &amp; Ideas 20-30%</i>  |  | Learning Progression   |
| <p>Items may ask the student to compare and/or contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author.</p> |  | <p><b>K:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] compare and contrast the adventures and experiences of characters in stories.<br/> <b>2<sup>nd</sup>:</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.<br/> <b>3<sup>rd</sup>:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).<br/> <b>4<sup>th</sup>:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.<br/> <b>5<sup>th</sup>:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> |
| Suggested Resources   |  |  |
| <p><b>iReady LAFS:</b> Unit 6 Lesson 22<br/> <b>Reading Street:</b> U1 W4 Supermarket/U5W1 Suki's Kimono/U6W4 Two Bad Ants<br/> <b>CPALMS-</b> 1 lesson</p>   |  |  |

| Reading Standards for Literature Cluster 4: Range of Reading and Level of Text Complexity   |   |   |
|---|---|---|
| Standard  | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RL.4.10</a><br/>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> | <ul style="list-style-type: none"> <li>• Different types of text require different levels of attention and rates of reading speed.</li> <li>• Rereading is a way to increase comprehension.</li> <li>• Writing clarifies understanding.</li> <li>• Comprehension includes understanding the author’s craft in the writing.</li> </ul> | <ul style="list-style-type: none"> <li>• I can read and understand variety of text independently.</li> </ul>  |
| DOK Level   | The student is able to:   |   |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Read and comprehend complex text within the 2-3 text complexity band.</li> </ul>   |   |
| Assessment Limits   |   | Learning Progression  |
| <p>ALL -Staircase Standard</p>  |   | <p><b>K:</b> Actively engage in group reading activities with purpose and understanding<br/> <b>1<sup>st</sup>:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1<br/> <b>2<sup>nd</sup>:</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/> <b>3<sup>rd</sup>:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently [without scaffolding].<br/> <b>4<sup>th</sup>:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/> <b>5<sup>th</sup>:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently [without scaffolding]</p> |
| Suggested Resources   |   |   |
| <p><b>Reading Street:</b> U6W4 Two Bad Ants/Spiral Review - On going Standard<br/> <b>CPALMS:</b> 6 lessons</p>   |   |   |



| Reading Standards: Foundational Skills Cluster 3: Phonics & Word Recognition  |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RF.3.3</a><br/>                     Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words</li> </ul>  | <ul style="list-style-type: none"> <li>• Prefixes and suffixes can change the meaning of words.</li> <li>• Knowing the meaning of prefixes and suffixes assists the reader in understanding the word.</li> <li>• Words are not always spelled the way that they sound.</li> <li>• Vowel and consonant patterns along with syllabication rules can be used to decode multisyllabic words.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use phonics skills to figure out words with more than one syllable.</li> <li>• I can identify and know the meaning of many common prefixes.</li> <li>• I can identify and know the meaning of common suffixes.</li> <li>• I can use phonics skills to figure out words with Latin suffixes.</li> <li>• I can read third-grade words that are spelled differently than they sound.</li> </ul>  |
| DOK Level   | The student is able to:   |  |
| <p style="text-align: center;"><b>1</b><br/>Recall</p>  | <ul style="list-style-type: none"> <li>• Identify and apply the meaning of common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes (ex. – able, - ible, - ment, -ation, -fy, -ify, -ty, -ity)</li> <li>• Decode multisyllabic words correctly.</li> <li>• Read third-grade irregularly spelled words.</li> </ul>  |  |
| Assessment Limits   |   | Learning Progression   |
| <p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> |   | <p><b>K:</b> Know and apply grade-level phonics and word analysis skills in decoding words.<br/> <b>1<sup>st</sup>:</b> Know and apply grade-level phonics and word analysis skills in decoding words.<br/> <b>2<sup>nd</sup>:</b> Know and apply grade-level phonics and word analysis skills in decoding words.<br/> <b>3<sup>rd</sup>:</b> Know and apply grade-level phonics and word analysis skills in decoding words.<br/> <b>4<sup>th</sup>:</b> Know and apply grade-level phonics and word analysis skills in decoding words.<br/> <b>5<sup>th</sup>:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> |
| Suggested Resources   |   |  |
| <p>Refer to grade level phonics pacing guide.</p>   |   |  |



| Reading Standards: Foundational Skills Cluster 3: Phonics & Word Recognition  |  |   |
|---|--|---|
| Standard  | The student understands that:  | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RF.4.4</a><br/>                     Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>  | <ul style="list-style-type: none"> <li>• The purpose of reading is comprehension.</li> <li>• Reading rate must be adjusted to compensate for the reading purpose and/or the text's difficulty.</li> <li>• Reading is more enjoyable and more understandable if the text is read with accuracy, expression and fluency.</li> <li>• Context clues can be used to determine word meaning.</li> <li>• It is sometimes necessary to reread text in order to comprehend or self-correct text.</li> </ul> | <ul style="list-style-type: none"> <li>• I can understand what I read.</li> <li>• I can read third-grade text with fluency and expression.</li> <li>• I can use context clues to determine word meaning.</li> <li>• I can slow down my reading if the text is challenging</li> <li>• I can reread or self-correct to better understand what I am reading.</li> </ul>  |
| DOK Level   | The student is able to:  |   |
| <p>2<br/>                     Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Accurately read on-level text (including prose and poetry) with expression and at appropriate rates for understanding.</li> <li>• Use context clues to double check accuracy and understanding.</li> <li>• Recognize the need to adjust reading rates or reread text to more thoroughly comprehend text.</li> <li>• Use self-correction strategies when reading text.</li> </ul>  |   |
| Assessment Limits   |  | Learning Progression  |
| <p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> |  | <p><b>K:</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>1<sup>st</sup>:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>2<sup>nd</sup>:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>3<sup>rd</sup>:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>4<sup>th</sup>:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>5<sup>th</sup>:</b> Read with sufficient accuracy and fluency to support comprehension.</p> |
| Suggested Resources   |  |   |
| <p>This standard is an ongoing skill.</p>   |  |   |

| Reading Standards for Informational Text Cluster 1: Key Ideas and Details   |  |  |
|---|--|--|
| Standard  | The student understands that:  | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RI.1.1</a><br/>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>  | <ul style="list-style-type: none"> <li>It is important to refer to text for confirmation.</li> <li>It is important to ask questions to clarify understanding when you are reading.</li> </ul>  | <ul style="list-style-type: none"> <li>I can ask questions to make sure I understand informational text that I am reading.</li> <li>I can give details or evidence from the text to support my answers to questions about informational text.</li> </ul> |
| DOK Level   | The student is able to:  |  |
| <p>2<br/>Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>Use informational text to answer a variety of questions.</li> <li>Ask a variety of questions to clarify understanding of an informational text.</li> <li>Cite evidence from the text to support an answer or to discuss what was read.</li> </ul>   |  |
| Assessment Limits ~ FSA Reporting Categories: Key Ideas & Details 15-25%  | Learning Progression   |  |
| <p>Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific textual evidence.</p> | <p><b>K:</b> With prompting and support, ask and answer questions about key details in a text.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] ask and answer questions about key details in a text.<br/> <b>2<sup>nd</sup>:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br/> <b>3<sup>rd</sup>:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.<br/> <b>4<sup>th</sup>:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br/> <b>5<sup>th</sup>:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> |  |
| Suggested Resources   |  |  |
| <p><b>Reading Street:</b> Skills will spiral throughout the series</p>  |  |  |

| Reading Standards for Informational Text Cluster 1: Key Ideas and Details  |   |  |
|--|---|--|
| Standard   | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RI.1.2</a><br/>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>  | <ul style="list-style-type: none"> <li>The main idea is the big thought the author of the text is trying to convey.</li> <li>Understanding the main idea and the details that support it help with comprehension of informational text.</li> <li>Details support the main idea in an informational text.</li> </ul> | <ul style="list-style-type: none"> <li>I can tell the main idea of an informational text.</li> <li>I can retell details that support the main idea of an informational text.</li> <li>I can explain how the details support the main idea of an informational text.</li> </ul>   |
| DOK Level  | The student is able to:   |  |
| <p>2<br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Identify the main idea of an informational text.</li> <li>Retell details of the text that support the main idea.</li> <li>Explain how the details support the main idea of the text.</li> </ul>  |  |
| Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas &amp; Details 15-25%</i>  |   | Learning Progression   |
| <p>Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and to explain how they support the main idea.</p> |   | <p><b>K:</b> With prompting and support, identify the main topic and retell key details of a text.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] identify the main topic and retell key details of a text.<br/> <b>2<sup>nd</sup>:</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.<br/> <b>3<sup>rd</sup>:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.<br/> <b>4<sup>th</sup>:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br/> <b>5<sup>th</sup>:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> |
| Suggested Resources  |   |  |
| <p><b>Reading Street:</b> Unit 2 Week 1-Penguin Chick/ U5W2 I Love Saturdays Y Domingos/U2W5 Amazing Bird Nests*Skills will spiral throughout the series.<br/> <b>iReady LAFS:</b> LESSON 2</p>                                      |   |  |

| Reading Standards for Informational Text Cluster 1: Key Ideas and Details  |   |   |
|--|---|---|
| Standard   | The student understands that:   |   |
| <p><a href="#">LAFS.3.RI.1.3</a><br/>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>  | <ul style="list-style-type: none"> <li>Sequencing is putting things in order from past to present or present to past.</li> <li>It is important to understand causes and effects when reading informational text about historical events and scientific concepts.</li> <li>Events in a series are related to and/or dependent on each other.</li> <li>Language that pertains to time, sequence, and/or cause and effect can be used to describe the relationship of events in a series.</li> </ul> | <ul style="list-style-type: none"> <li>I can determine sequence of events in an informational text and describe how the events are dependent on each other.</li> <li>I can use cause and effect to show and explain events in a historical or scientific text.</li> </ul>   |
| DOK Level  | The student is able to:   |   |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>Use time (temporal words), sequence, and cause/effect language to talk about and explain informational text.</li> <li>Describe how a series of events, ideas or procedures are related to each other.</li> <li>Determine cause and effect based on information in historical, scientific, or technical text.</li> </ul>  | <ul style="list-style-type: none"> <li>I can follow the steps in a procedure to help understand a technical process.</li> <li>I can use language that pertains to time, sequence, and cause/effect when talking about informational text.</li> </ul>  |
| Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas &amp; Details 15-25%</i>  |   | Learning Progression  |
| <p>Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Items may ask the students how these affect other events in the text. The item may require the student to identify language in the text used to convey time and/or sequence.</p> |   | <p><b>K:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] describe the connection between two individuals, events, ideas, or pieces of information in a text.<br/> <b>2<sup>nd</sup>:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.<br/> <b>3<sup>rd</sup>:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.<br/> <b>4<sup>th</sup>:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.<br/> <b>5<sup>th</sup>:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> |
| Suggested Resources  |   |   |
| <p><b>Reading Street:</b> Unit 1 Week 3-Kumak's Fish/Unit 5 Week 5 Me and Uncle Romie/U3W1 How to Raise a Raisin/U3W6 Around One Cactus *Skills will spiral throughout the series<br/> <b>iReady LAFS:</b> LESSON 3/4.</p>   |   |   |

| Reading Standards for Informational Text Cluster 2: Craft and Structure  |   |  |
|--|---|--|
| Standard   | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RI.2.4</a><br/>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>  | <ul style="list-style-type: none"> <li>There are multiple strategies that can be used to find the meaning of a word.</li> <li>Words can be sorted into domains.</li> </ul>          | <ul style="list-style-type: none"> <li>I can figure out the meanings of words in third-grade informational texts.</li> </ul>   |
| DOK Level  | The student is able to:   |  |
| <p>2<br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Determine ways to sort words based upon their meaning.</li> <li>Determine the meaning of words in third-grade informational text.</li> </ul> |  |
| Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%   |   | Learning Progression   |
| <p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> |   | <p><b>K:</b> With prompting and support, ask and answer questions about unknown words in a text.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] ask and answer questions to help determine or clarify the meaning of words and phrases in a text.<br/> <b>2<sup>nd</sup>:</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.<br/> <b>3<sup>rd</sup>:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.<br/> <b>4<sup>th</sup>:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.<br/> <b>5<sup>th</sup>:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> |
| Suggested Resources  |   |  |
| <p><b>Reading Street:</b> U3 W3 Seeing Stars/U4W1 The Man Who Invented Basketball/U6W3 Talking Walls/U2W5 Amazing Birds Nests/U2W1 Penguin Chick/U4W2 Hottest Coldest Highest Deepest *Skills will spiral throughout the series<br/> <b>iReady LAFS:</b> LESSON 9</p>  |   |  |

| Reading Standards for Informational Text Cluster 2: Craft and Structure  |  |   |
|--|--|---|
| Standard   | The student understands that:  | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RI.2.5</a><br/>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <ul style="list-style-type: none"> <li>Text features provide quick access to information.</li> <li>Not all information identified through a search tool is relevant.</li> <li>Hyperlinks and sidebars on the Internet are organized ways to help one find and navigate information.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use text features to locate information on a topic.</li> <li>I can use digital tools to locate information on a topic.</li> <li>I can determine if the information I find is relevant or not.</li> </ul>   |
| DOK Level  | The student is able to:  |   |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>Select and use the appropriate text features to find information.</li> <li>Differentiate between information that is relevant and information that is not when conducting a search.</li> <li>Use digital tools efficiently to locate information on a given topic.</li> <li>Locate information on a given topic.</li> </ul> |   |
| Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%   |  | Learning Progression  |
| <p>Items may ask students to use features located within the text to identify information relevant to key ideas or details within a text.</p>                                    |  | <p><b>K:</b> Identify the front cover, back cover, and title page of a book.<br/> <b>1<sup>st</sup>:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.<br/> <b>2<sup>nd</sup>:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.<br/> <b>3<sup>rd</sup>:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br/> <b>4<sup>th</sup>:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.<br/> <b>5<sup>th</sup>:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> |
| Suggested Resources  |  |   |
| <p><b>Reading Street:</b> *Skills will spiral throughout the series</p> <p><b>iReady LAFS:</b> LESSON 10.</p>  |  |   |

| Reading Standards for Informational Text Cluster 2: Craft and Structure   |   |   |
|---|---|---|
| Standard  | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RI.2.6</a><br/>Distinguish their own point of view from that of the author of a text.</p>   | <ul style="list-style-type: none"> <li>An author expresses a point of view in a text.</li> <li>A reader may have a different point of view from an author.</li> <li>It is important to determine an author's point of view in order to fully understand the message of the text.</li> </ul>   | <ul style="list-style-type: none"> <li>I can identify the author's point of view in an informational text.</li> <li>I can give evidence from the text to support the author's point of view.</li> <li>I can tell how my point of view is the same or different from that of the author.</li> </ul>  |
| DOK Level   | The student is able to:   |   |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Identify the author's point of view in an informational text.</li> <li>Cite evidence from the text to support the determination of the author's point of view.</li> <li>Distinguish his/her personal point of view from that of the author.</li> </ul> |   |
| Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%  |   | Learning Progression  |
| <p>Items may ask the student to evaluate the point of view of the narrator or the characters in a text. Items should not ask the student to identify the narrator in a text in isolation. Instead, items should ask the student to provide support for the identification of the narrator. Items should not ask the student to identify first and third person point of view.</p> |   | <p><b>K:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br/> <b>1<sup>st</sup>:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.<br/> <b>2<sup>nd</sup>:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.<br/> <b>3<sup>rd</sup>:</b> Distinguish their own point of view from that of the author of a text.<br/> <b>4<sup>th</sup>:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.<br/> <b>5<sup>th</sup>:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> |
| Suggested Resources   |   |   |
| <p><b>Reading Street:</b> *Skills will spiral throughout the series</p> <p><b>iReady LAFS:</b> LESSON 11</p>  |   |   |



| Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas  |  |   |
|---|--|---|
| Standard  | The student understands that:  | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RI.3.7</a><br/>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>   | <ul style="list-style-type: none"> <li>• Illustrations and text features aid in comprehension of a text.</li> <li>• Illustrations and graphics provide additional information to support the words in the text.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can use illustrations and graphics to understand parts of a text.</li> <li>• I can explain where, when, why and how events in a text occur based on information found in the illustrations and words of the text.</li> </ul> |
| DOK Level   | The student is able to:  |   |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Read and interpret text features (maps, photographs, diagrams, etc.) accurately.</li> <li>• Use information from illustration and graphics to increase understanding of an informational text.</li> </ul>   |   |
| Assessment Limits ~ FSA Reporting Category:<br><i>Integration of Knowledge &amp; Ideas 20-30%</i>   | Learning Progression   |   |
| <p>Items may ask the student to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p> | <p><b>K:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).<br/> <b>1<sup>st</sup>:</b> Use the illustrations and details in a text to describe its key ideas.<br/> <b>2<sup>nd</sup>:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.<br/> <b>3<sup>rd</sup>:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br/> <b>4<sup>th</sup>:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.<br/> <b>5<sup>th</sup>:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> |   |
| Suggested Resources   |  |   |
| <p><b>Reading Street:</b> U2 W5 Amazing Bird Nest/U3W3 Seeing Stars/U4W2 Hottest Coldest Highest Deepest<br/>                     *Skills will spiral throughout the series<br/> <b>iReady LAFS:</b> LESSON 17.</p>   |  |   |



| Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas   |  |  |
|--|--|--|
| Standard   | The student understands that:  | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.RI.3.8</a><br/>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>   | <ul style="list-style-type: none"> <li>• Paragraphs within a text each have a focus that supports the overall topic of the text and they are indicated by a new line, indentation, or numbering.</li> <li>• The organization of the paragraphs is important to the overall organization of the text.</li> <li>• Connections can be made between different paragraphs and sentences within a text.</li> <li>• Informational text may be organized in a variety of ways (i.e., cause/effect, chronological order, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• I can retell ideas from an informational text in order.</li> <li>• I can identify paragraphs within an informational text.</li> <li>• I can determine if an informational text has a cause/effect structure.</li> <li>• I can determine if an informational text has a sequential structure.</li> <li>• I can tell how the ideas in paragraphs within a text are connected.</li> </ul>  |
| DOK Level  | The student is able to:  |  |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>• Describe the connection between paragraphs in an informational text.</li> <li>• Recognize cause/ effect structure in a text.</li> <li>• Recognize chronological or sequential structure in a text.</li> </ul>   |  |
| Assessment Limits ~ FSA Reporting Category:<br><i>Integration of Knowledge &amp; Ideas 20-30%</i>  |  | Learning Progression   |
| <p>Items may ask students to identify connections between sentences, paragraphs, or ideas. Items may ask students to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and to identify examples within the text.</p> |  | <p><b>K:</b> With prompting and support, identify the reasons an author gives to support points in a text.<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] identify the reasons an author gives to support points in a text.<br/> <b>2<sup>nd</sup>:</b> Describe how reasons support specific points the author makes in a text.<br/> <b>3<sup>rd</sup>:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).<br/> <b>4<sup>th</sup>:</b> Explain how an author uses reasons and evidence to support particular points in a text.<br/> <b>5<sup>th</sup>:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> |
| Suggested Resources  |  |  |
| <p><b>Reading Street:</b> U1W4 Supermarket/U3 W5 Around One Cactus *Skills will be taught throughout the year<br/> <b>iReady LAFS:</b> Lesson 18/19</p>  |  |  |

| Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas  |   |   |
|---|---|---|
| Standard  | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.RI.3.9</a><br/>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>   | <ul style="list-style-type: none"> <li>Comparing and contrasting are useful tools in comprehending text.</li> <li>Key details presented in two informational texts may be compared and contrasted.</li> </ul>   | <ul style="list-style-type: none"> <li>I can compare important points and details from two texts on the same topic.</li> <li>I can contrast important points and details from two texts on the same topic.</li> </ul> |
| DOK Level   | The student is able to:   |   |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Compare important points and key details presented in two texts on the same topic.</li> <li>Contrast important points and key details presented in two texts on the same topic.</li> </ul>   |   |
| Assessment Limits ~ FSA Reporting Category:<br><i>Integration of Knowledge &amp; Ideas 20-30%</i>   | Learning Progression  |   |
| <p>Items may ask the student to compare and/or contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should be used with text sets on the same topic.</p> | <p><b>K:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br/> <b>1<sup>st</sup>:</b> [Without prompting and support] identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).<br/> <b>2<sup>nd</sup>:</b> Compare and contrast the most important points presented by two texts on the same topic<br/> <b>3<sup>rd</sup>:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.<br/> <b>4<sup>th</sup>:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.<br/> <b>5<sup>th</sup>:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> |   |
| Suggested Resources   |   |   |
| <p><b>Reading Street:</b> *Skills will spiral throughout the series</p>   |   |   |
| <p><b>iReady LAFS:</b> Lesson 20</p>  |   |   |

| Reading Standards for Informational Text Cluster 4: Range of Reading and Level of Text Complexity  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><u>LAFS.3.RI.4.10</u><br/>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> | <ul style="list-style-type: none"> <li>• Different types of text require different levels of attention and rates of reading speed.</li> <li>• Rereading is a way to increase comprehension.</li> <li>• Writing clarifies understanding.</li> <li>• Comprehension includes understanding the author’s craft in the writing.</li> <li>• Reading informational text requires different skills that reading literary text.</li> </ul> | <ul style="list-style-type: none"> <li>• I can read and understand complex informational text independently.</li> </ul>   |
| DOK Level  | The student is able to:   |   |
| <p>2<br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Read and comprehend complex text within the 2-3 text complexity band.</li> </ul>   |   |
| Assessment Limits  |   | Learning Progression  |
| All-Staircase standard   |   | <p><b>K:</b> Actively engage in group reading activities with purpose and understanding.<br/> <b>1<sup>st</sup>:</b> With prompting and support, read informational texts appropriately complex for grade 1<br/> <b>2<sup>nd</sup>:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/> <b>3<sup>rd</sup>:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently [without scaffolding].<br/> <b>4<sup>th</sup>:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br/> <b>5<sup>th</sup>:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently [without scaffolding].</p> |
| Suggested Resources  |   |   |
| <p><b>Reading Street:</b> U6W3 Talking Walls *Skills will spiral throughout the series</p> <p><b>CPALMS</b> lessons for LAFS.3.RI.4.10 (FCRR centers).</p>   |   |   |

| Writing Standards Cluster 1: Text Types and Purposes   |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><u>LAFS.3.W.1.1</u><br/>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul> | <ul style="list-style-type: none"> <li>• Opinions must be supported by facts and details.</li> <li>• Organizational structure and linking words are important to writing clearly.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can write an opinion piece that introduces my topic, states my opinion, provides reasons to support my point of view, has an organizational structure, links ideas, and has a conclusion.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p style="text-align: center;"><b>2</b><br/>Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>• Introduce an opinion/topic.</li> <li>• Provide reasons to support the opinion.</li> <li>• Use linking words and phrases to connect opinions and reasons.</li> <li>• Include a conclusion that provides closure to the writing.</li> </ul>  |   |
| Assessment Limits  | Learning Progression  |   |
| Not an assessed standard   | <p><b>K:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>1<sup>st</sup>:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>2<sup>nd</sup>:</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>3<sup>rd</sup>:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>4<sup>th</sup>:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>5<sup>th</sup>:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> |   |
| Suggested Resources  |   |   |
| <p><b>Reading Street:</b> Unit 2 Week 3, Unit 4 Week 1, Unit 5 Weeks 1 and 5</p> <p><b>iReady LAFS:</b> The LAFS workbook contains a "Write" task at the end of each lesson to engage students in a writing task.</p>  |   |   |

| Writing Standards Cluster 1: Text Types and Purposes  |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <p><u>LAFS.3.W.1.2</u><br/>                     Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> | <ul style="list-style-type: none"> <li>• A well written informative/explanatory text includes a topic, supporting details, facts, and/or definitions, and a conclusion.</li> <li>• Linking words (such as also, another, and, more, and but) connect ideas in informational writing.</li> <li>• Illustrations can add to the clarity of the message.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can write to examine a topic and present ideas clearly.</li> <li>• I can produce informational writing that introduces a topic, groups information in an organized way, is developed with facts, definitions and details, uses linking words to connect ideas, includes illustrations as needed, and has a conclusion.</li> </ul> |
| DOK Level   | The student is able to:   |  |
| <p><b>3</b><br/>                     Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Introduce a topic when writing.</li> <li>• Organize informational writing so that related ideas are grouped together.</li> <li>• Develop a topic using facts, definitions, details and illustrations as needed.</li> <li>• Write a conclusion that makes the writing sound finished.</li> </ul>  |  |
| Assessment Limits   | Learning Progression  |  |
| Not an assessed standard  | <p><b>K:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>1<sup>st</sup>:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>2<sup>nd</sup>:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>3<sup>rd</sup>:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>4<sup>th</sup>:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Learning Progression is in the sub-standards</p> <p><b>5<sup>th</sup>:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Learning Progression is in the sub standards.</p> |  |
| Suggested Resources   |   |  |
| <p><b>Reading Street:</b> Uni1 Week 3, Unit 1 Week 4, Unit 2 Week 5, Unit 3 Weeks 3, Unit 3 Week 4, Unit 3 Week 5, Unit 4 Week 3, Unit 5 Week 4, Unit 6 Week 3</p>  |   |  |

| Writing Standards Cluster 1: Text Types and Purposes   |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.W.1.3</a><br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul> | <ul style="list-style-type: none"> <li>• Narrative writing tells a personal experience or a fictional story.</li> <li>• Narrative writing includes a focus on story elements.</li> <li>• Temporal words help move the reader through time in the story.</li> <li>• Dialogue, description, thoughts, feelings, and word choice help to develop the experiences in narrative writing.</li> <li>• Narrative writing needs a sense of closure.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can tell the difference between real events and fictional events.</li> <li>• I can write a narrative that establishes a situation, moves the reader through time, provides elaborated detail, dialogue and description as needed, and has a sense of closure.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p style="text-align: center;"><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>• Explain the difference between a real and imagined story.</li> <li>• Use the story elements of character, setting, and plot when writing a narrative.</li> <li>• Use dialogue and descriptions to make the story interesting and clear for the reader.</li> <li>• Use temporal words to help the reader know the order of events.</li> <li>• Write a conclusion to the narrative.</li> </ul>   |   |
| Assessment Limits  | Learning Progression  |   |
| Not an assessed standard   | <p><b>K:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>1<sup>st</sup>:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p> <p><b>2<sup>nd</sup>:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>3<sup>rd</sup>:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>4<sup>th</sup>:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Learning Progression is in the substandards</p> <p><b>5<sup>th</sup>:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Learning Progression is in the substandards</p> |   |
| Suggested Resources  |   |   |
| <p><b>Reading Street:</b> Unit 1 Week 1, Unit 1 Week 2, Unit 1 Week 5, Unit 2 Week 2, Unit 2 Week 4, Unit 3 Week 1, Unit 3 Week 2, Unit 4 Week 2, Unit 4 Week 4, Unit 4 Week 5, Unit 5 Week 2, Unit 5 Week 3, Unit 6 Week 4, Unit 6 Week 5</p>   |   |   |

| Writing Standards Cluster 2: Production and Distribution of Writing  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.W.2.4</a><br/>                     With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> | <ul style="list-style-type: none"> <li>• Writing can be organized in different ways depending on the purpose.</li> <li>• Writing is a process that can be improved with adult support and guidance.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can write a narrative with help and support.</li> <li>• I can write an informative/ explanatory essay with help and support.</li> <li>• I can write about my opinion with help and support.</li> <li>• I can organize my writing to help my reader understand my message.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p><b>3</b><br/>                     Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Identify a purpose for writing.</li> <li>• Choose an appropriate organizational structure for writing.</li> <li>• Produce writing that is developed and addresses the purpose or task.</li> <li>• Demonstrate an awareness of audience.</li> </ul>   |   |
| Assessment Limits  | Learning Progression  |   |
| Not an assessed standard   | *Begins in Grade 3<br>3 <sup>rd</sup> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)<br>4 <sup>th</sup> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)<br>5 <sup>th</sup> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) |   |
| Suggested Resources  |   |   |



| Writing Standards Cluster 2: Production and Distribution of Writing  |   |  |
|--|---|--|
| Standard   | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.W.2.5</a><br/>                     With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)</p> | <ul style="list-style-type: none"> <li>• Making a plan organizes thoughts for the writing process.</li> <li>• Revising changes content to improve writing.</li> <li>• Editing changes conventions to improve writing.</li> <li>• Receiving feedback from peers and adults will strengthen writing.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can make a plan for my writing.</li> <li>• I can improve my writing by revising.</li> <li>• I can improve my writing by editing.</li> <li>• I can seek feedback from my classmates and adults.</li> </ul> |
| DOK Level  | The student is able to:   |  |
| <p><b>3</b><br/>                     Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Construct a plan to before writing.</li> <li>• Develop a piece of writing.</li> <li>• Modify a piece of writing by adding detail or making changes.</li> <li>• Apply appropriate conventions to a finished piece of writing.</li> <li>• Ask peers and adults for input to improve writing.</li> </ul>  |  |
| Assessment Limits  | Learning Progression  |  |
| Not an assessed standard   | <p><b>K:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>1<sup>st</sup>:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>2<sup>nd</sup>:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>3<sup>rd</sup>-5<sup>th</sup>:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 3-5.)</p> |  |
| Suggested Resources  |   |  |



| Writing Standards Cluster 2: Production and Distribution of Writing  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.W.2.6</a><br/>                     With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> | <ul style="list-style-type: none"> <li>• Technology is a tool that can be used to produce writing.</li> <li>• Technology is a tool that can be used to publish writing.</li> <li>• Technology is a tool that can be used to interact/collaborate with others.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can use technology to produce writing.</li> <li>• I can use technology to publish writing.</li> <li>• I can work with others to produce and publish writing.</li> <li>• I can use technology to interact and collaborate with others about writing.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p><b>2</b><br/>                     Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>• Produce a piece of writing using technology.</li> <li>• Publish a piece of writing using technology.</li> <li>• Collaborate with others using technology to produce a piece of writing.</li> </ul>   |   |
| Assessment Limits  | Learning Progression  |   |
| Not an assessed standard   | <p><b>K:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p><b>1<sup>st</sup>:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>2<sup>nd</sup>:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>3<sup>rd</sup>:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>4<sup>th</sup>:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>5<sup>th</sup>:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> |   |
| Suggested Resources  |   |   |

| Writing Standards Cluster 3: Research to Build and Present Knowledge                                |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <a href="#">LAFS.3.W.3.7</a><br>Conduct short research projects that build knowledge about a topic. | <ul style="list-style-type: none"> <li>Nonfiction text or informational text will allow us to gain knowledge about a subject.</li> <li>Research involves looking for information in a variety of sources.</li> </ul>  | <ul style="list-style-type: none"> <li>I can read informational text to learn more about a topic.</li> <li>I can organize information to make a report.</li> </ul> |
| DOK Level   | The student is able to:   |  |
| 4<br>Extended Thinking and Complex Reasoning  | <ul style="list-style-type: none"> <li>Consult multiple sources to find information on a topic.</li> <li>Determine key or relevant information from the sources.</li> <li>Summarize relevant information gathered from media sources.</li> <li>Compare and contrast information from two or more different sources.</li> </ul>  |  |
| Assessment Limits   | Learning Progression  |  |
| Not an assessed standard  | <b>K:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).<br><b>1<sup>st</sup>:</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).<br><b>2<sup>nd</sup>:</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observations).<br><b>3<sup>rd</sup>:</b> Conduct short research projects that build knowledge about a topic<br><b>4<sup>th</sup>:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.<br><b>5<sup>th</sup>:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |  |
| Suggested Resources   |   |  |

| Writing Standards Cluster 3: Research to Build and Present Knowledge  |   |  |
|---|---|--|
| Standard  | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.W.3.8</a><br/>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> | <ul style="list-style-type: none"> <li>Previously learned information can be used to help understand new information.</li> <li>Information can be gathered from a variety of sources.</li> <li>Note taking helps him/her remember and organize information.</li> <li>Information must be sorted and organized in order to create a report.</li> </ul>         | <ul style="list-style-type: none"> <li>I can use information I have learned to help me understand new information.</li> <li>I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos, TV).</li> <li>I can take notes and organize information for learning.</li> </ul>   |
| DOK Level   | The student is able to:   |  |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>Recall information from previous learning experiences.</li> <li>Gather information from text and digital sources.</li> <li>Prioritize information according to importance.</li> <li>Take notes and categorize information.</li> <li>Categorize information.</li> <li>Organize information for presentation.</li> </ul> |  |
| Assessment Limits   |   | Learning Progression   |
| Not an assessed standard  |   | <p><b>K:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<br/> <b>1<sup>st</sup>:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<br/> <b>2<sup>nd</sup>:</b> [Without guidance and support from adults,] recall information from experiences or gather information from provided sources to answer a question.<br/> <b>3<sup>rd</sup>:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.<br/> <b>4<sup>th</sup>:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources<br/> <b>5<sup>th</sup>:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> |
| Suggested Resources   |   |  |
| <a href="#">Reading Street</a> : Unit 6 Week 1  |   |  |

| Writing Standards Cluster 4: Range of Writing  |   | Student Friendly Learning Targets  |
|--|---|--|
| <b>Standard</b>  | <b>The student understands that:</b>  |  |
| <p><a href="#">LAFS.3.W.4.10</a><br/>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <ul style="list-style-type: none"> <li>• Some types of writing can be completed in one sitting.</li> <li>• Some types of writing are completed during multiple sittings.</li> <li>• There are different purposes for writing.</li> <li>• Awareness of audience is important when writing.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can work on a written project over several days.</li> <li>• I can complete a written project in a single setting.</li> <li>• I can write for different purposes.</li> <li>• I can write for different audiences.</li> </ul> |
| <b>DOK Level</b>   | <b>The student is able to:</b>  |  |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>• Apply the writing process for short and extended periods of writing.</li> </ul>  |  |
| <b>Assessment Limits</b>   | <b>Learning Progression</b>   |  |
| Not an assessed standard   | <p>*Begins in Grade 3<br/> <b>3<sup>rd</sup>:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.<br/> <b>4<sup>th</sup>:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.<br/> <b>5<sup>th</sup>:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |  |
| <b>Suggested Resources</b>   |   |  |

| Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration  |  |   |
|--|--|---|
| Standard   | The student understands that:  | Student Friendly Learning Targets   |
| <p><u>LAFS.3.SL.1.1</u><br/>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> | <ul style="list-style-type: none"> <li>• Preparation is important for group discussions.</li> <li>• All members can contribute to group discussion.</li> <li>• Questioning helps group members clarify understanding.</li> <li>• Participation of all members is necessary in order to have a good discussion.</li> <li>• Speaking can help clarify understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can come to my group prepared to share my ideas and what I have learned through my research.</li> <li>• I can contribute to group discussions by asking questions.</li> <li>• I can follow the rules for group discussions.</li> <li>• I can listen respectfully and stay on topic.</li> </ul> |
| DOK Level  | The student is able to:  |   |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>• Actively engage in collaborative discussions.</li> <li>• Listen respectfully.</li> <li>• Ask questions to clarify understanding.</li> <li>• Study materials in order to prepare for group discussions.</li> <li>• Link statements to the statements of others.</li> <li>• Stay on topic.</li> </ul>   |   |
| Assessment Limits  | Learning Progression   |   |
| Not an assessed standard   | <p><b>K:</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<b>1<sup>st</sup>:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <b>2<sup>nd</sup>:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <b>3<sup>rd</sup>:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<b>4<sup>th</sup>:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.<b>5<sup>th</sup>:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> |   |
| Suggested Resources  |  |   |
| <p><b>Reading Street:</b> Teacher directions each week on day 4 engages students in speaking and listening tasks.</p> <p><b>iReady LAFS:</b> Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>   |  |   |

| Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration  |  |  |
|--|--|--|
| Standard   | The student understands that:  | Student Friendly Learning Targets  |
| <p><u>LAFS.3.SL.1.2</u><br/>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>  | <ul style="list-style-type: none"> <li>Determining the main idea and supporting details can help clarify understanding of presented information.</li> <li>Information can be presented through different media.</li> </ul>   | <ul style="list-style-type: none"> <li>I can identify the main idea and supporting details of a story read aloud to me.</li> <li>I can identify the main idea and supporting details of information presented through a variety of media.</li> </ul> |
| DOK Level  | The student is able to:  |  |
| <p>2<br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Interpret and share in small groups and/or large groups what the main idea was of the material that was presented visually, quantitatively, and/or orally.</li> <li>Interpret and share with small groups and/or large groups supporting details that support the main idea which was presented visually, quantitatively, and/or orally.</li> </ul>   |  |
| Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge &amp; Ideas 20-30%</i>   | Learning Progression   |  |
| <p>Items may ask the students to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multi-media presentation. Items may also require students to answer questions about information from an audio or multi-media presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p> | <p><b>K:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.<br/> <b>1<sup>st</sup>:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.<br/> <b>2<sup>nd</sup>:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.<br/> <b>3<sup>rd</sup>:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br/> <b>4<sup>th</sup>:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br/> <b>5<sup>th</sup>:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |  |
| Suggested Resources  |  |  |
| <p><b>Reading Street:</b> Teacher directions each week on day 4 engages students in speaking and listening tasks.<br/> <b>iReady LAFS:</b> Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>   |  |  |

| Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration  |   |  |
|--|---|--|
| Standard   | The student understands that:   | Student Friendly Learning Targets  |
| <p><u>LAFS.3.SL.1.3</u><br/>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>  | <ul style="list-style-type: none"> <li>Asking a speaker questions can help clarify understanding of the topic.</li> <li>Listening and answering questions can help clarify understanding of the speaker's topic.</li> <li>It is important to ask relevant questions.</li> <li>He/she may provide related elaboration and detail when discussing information from a speaker's talk.</li> </ul>   | <ul style="list-style-type: none"> <li>I can ask questions about the information shared by a speaker.</li> <li>I can answer questions about the information shared by a speaker.</li> <li>I can provide relevant details when discussing what a speaker has said.</li> </ul> |
| DOK Level  | The student is able to:   |  |
| <p>2<br/>Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Listen respectfully and actively to a speaker.</li> <li>Construct on-topic questions to clarify understanding of the speaker's message.</li> <li>Elaborate and add details when answering questions about the speaker's topic.</li> </ul>  |  |
| Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge &amp; Ideas 20-30%</i>   | Learning Progression  |  |
| <p>Items may ask the students to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multi-media presentation. Items may also require students to answer questions about information from an audio or multi-media presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p> | <p><b>K:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.<br/> <b>1<sup>st</sup>:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.<br/> <b>2<sup>nd</sup>:</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.<br/> <b>3<sup>rd</sup>:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.<br/> <b>4<sup>th</sup>:</b> Identify the reasons and evidence a speaker provides to support particular points.<br/> <b>5<sup>th</sup>:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> |  |
| Suggested Resources  |   |  |
| <p><b>Reading Street:</b> Teacher directions each week on day 4 engages students in speaking and listening tasks.<br/> <b>iReady LAFS:</b> Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>   |   |  |



| Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.SL.2.4</a><br/>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>                               | <ul style="list-style-type: none"> <li>• Presentation format depends on the information being shared.</li> <li>• Facts may be relevant or irrelevant.</li> <li>• Pace and clarity of speech will affect the audience's understanding of the content.</li> <li>• Descriptive details add to the content of a presentation.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can share my findings on a topic or text, tell a story, or tell about something that has happened to me.</li> <li>• I can share facts that are relevant to a topic.</li> <li>• I can make my report interesting by using descriptive details.</li> <li>• I can use good pacing and volume when speaking to a group.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p><b>2</b><br/>Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>• Tell a story or recount an experience.</li> <li>• Report on a topic or text.</li> <li>• Determine which facts are relevant and appropriate to the topic and audience.</li> <li>• Use good pacing and volume when speaking.</li> </ul>  |   |
| Assessment Limits  | Learning Progression  |   |
| Not an assessed standard   | <p><b>K:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>1<sup>st</sup>:</b> Describe [familiar and unfamiliar] people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>2<sup>nd</sup>:</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>3<sup>rd</sup>:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>4<sup>th</sup>:</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>5<sup>th</sup>:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> |   |
| Suggested Resources  |   |   |
| <p><b>Reading Street:</b> Teacher directions each week on day 4 engages students in speaking and listening tasks.</p> <p><b>iReady LAFS:</b> Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p> |   |   |



| Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas  |   |
|--|---|
| Standard   | The student understands that:   |
| <p><a href="#">LAFS.3.SL.2.5</a><br/>                     Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p>     | <ul style="list-style-type: none"> <li>• Reading with fluency, clarity, expression, and at a pace appropriate for a listening audience is important for understanding.</li> <li>• Gestures, drawings, or displays help answer audience questions and emphasize key information.</li> </ul>  |
| DOK Level  | The student is able to:   |
| <p><b>3</b><br/>                     Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Create audio recordings of poems or stories.</li> <li>• Create or act out visual displays to emphasize or enhance certain facts or details.</li> <li>• Analyze a story or poem in order to determine what key points need a visual display.</li> <li>• Determine what type of visual display will best suit the task and audience.</li> </ul>  |
| Assessment Limits  | Learning Progression  |
| Not an assessed standard   | <p><b>K:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>1<sup>st</sup>:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>2<sup>nd</sup>:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>3<sup>rd</sup>:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>4<sup>th</sup>:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>5<sup>th</sup>:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> |
| Suggested Resources  |   |
| <p><b>Reading Street:</b> Teacher directions each week on day 4 engages students in speaking and listening tasks.</p> <p><b>iReady LAFS:</b> Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p> |   |

| Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas  |  |
|--|--|
| Standard   | The student understands that:  |
| <p><b>LAFS.3.SL.2.6</b><br/>                     Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>                                       | <ul style="list-style-type: none"> <li>It is appropriate to respond in complete sentences when asked a question.</li> <li>Speaking in complete sentences can help others understand what we mean more easily.</li> <li>Using complete sentences can help clarify details for others.</li> </ul>  |
| Student Friendly Learning Targets  |  |
| <ul style="list-style-type: none"> <li>I can speak in complete sentences to answer a question.</li> <li>I can speak in complete sentences to provide details to someone.</li> <li>I can speak in complete sentences to help someone understand more clearly what I have said.</li> </ul> |  |
| DOK Level  | The student is able to:  |
| <p><b>1</b><br/>                     Recall</p>  | <ul style="list-style-type: none"> <li>Answer questions in complete sentences.</li> <li>Demonstrate understanding of a complete sentence.</li> <li>Analyze sentences to determine whether they are complete or incomplete sentences.</li> </ul>  |
| Assessment Limits  | Learning Progression   |
| Not an assessed standard   | <p><b>K:</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>1<sup>st</sup>:</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p> <p><b>2<sup>nd</sup>:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p><b>3<sup>rd</sup>:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p><b>4<sup>th</sup>:</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p><b>5<sup>th</sup>:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> |
| Suggested Resources  |  |

| Standards for Language Cluster 1: Conventions of Standard English   |  |
|---|--|
| Standard  | The student understands that: / Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.L.1.1</a><br/>                     Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Demonstrate beginning cursive writing skills.</li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Use abstract nouns (e.g., childhood).</li> <li>e. Form and use regular and irregular verbs.</li> <li>f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>g. Ensure subject-verb and pronoun- antecedent agreement.</li> <li>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>i. Use coordinating and subordinating conjunctions.</li> <li>j. Produce simple, compound, and complex sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Using the conventions of standard English grammar when speaking or writing enhances communication and helps the understanding of the listener or reader.</li> </ul> <p>• I can use correct English grammar when I speak and write.</p>  |
| DOK Level   | The student is able to:  |
| <p><b>2</b><br/>                     Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns (e.g., childhood).</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Form and use comparative (better) and superlative adjectives (best) and adverbs, and choose between them depending on what is to be modified.</li> <li>• Use coordinating and subordinating conjunctions.*</li> <li>• Produce simple, compound, and complex sentences.</li> </ul> |
| Assessment Limits ~ FSA Reporting Category: <i>Language &amp; Editing 15-25%</i>  | Learning Progression   |
| <p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>   | <p><b>K:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/> <b>1<sup>st</sup>-5<sup>th</sup>:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>                     Learning Progression is in the sub-standards 1<sup>st</sup> -5<sup>th</sup></p>   |
| Suggested Resources   |  |
| <p><b>Reading Street:</b> Lessons spiral throughout the year<br/> <b>iReady LAFS:</b> Lessons 1-16 &amp; 21</p>   | 160  |

| Standards for Language Cluster 1: Conventions of Standard English   |   |
|---|---|
| Standard  | The student understands that:   |
| <p><b>LAFS.3.L.1.2</b><br/>                     Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol> | <ul style="list-style-type: none"> <li>Titles need capital letters.</li> <li>Commas are needed in addresses and dialogue. (dates, series, greetings/closings of letters taught previously)</li> <li>Quotation marks are needed in dialogue.</li> <li>There are different ways to form and use possessives.</li> <li>Patterns help us spell words correctly.</li> <li>Suffixes can be added to words.</li> <li>It is important to know how to use reference materials.</li> </ul>  |
| DOK Level   | The student is able to:   |
| <p><b>1</b><br/>Recall</p>  | <ul style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> |
| Assessment Limits ~ FSA Reporting Category: <i>Language &amp; Editing 15-25%</i>  | Learning Progression  |
| <p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>   | <p><b>K:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/> <b>1<sup>st</sup>-5<sup>th</sup>:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/>                     Learning Progression is in the sub-standards.</p>  |
| Suggested Resources   |   |
| <p><b>Reading Street:</b> Lessons spiral throughout the year<br/> <b>iReady LAFS:</b> Lessons 17-21</p>   |   |

| Standards for Language Cluster 2: Knowledge of Language   |  |  |
|---|--|--|
| Standard  | The student understands that:  | Student Friendly Learning Targets  |
| <p><u>LAFS.3.L.2.3</u><br/>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.<br/>b. Recognize and observe differences between the conventions of spoken and written Standard English.</p>   | <ul style="list-style-type: none"> <li>• There are differences in written and spoken language.</li> <li>• We choose words when writing, speaking, reading and listening that will add effect and communicate clearly.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can tell the difference between spoken and written language.</li> <li>• I can choose words and phrases that will add meaning to my writing, speaking, reading, or listening.</li> </ul> |
| DOK Level   | The student is able to:  |  |
| <p><b>3</b><br/>Strategic Thinking and Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Write, speak, listen, and read using appropriate language.</li> <li>• Choose words that will give deeper meaning to whomever is reading or listening.</li> <li>• Recognize differences between the conventions of spoken and written Standard English.</li> </ul>   |  |
| Assessment Limits ~ FSA Reporting Category: <i>Craft &amp; Structure 25-35%</i>   | Learning Progression   |  |
| <p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> | <p>Begins in Grade 2<br/> <b>2<sup>nd</sup></b>: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>3<sup>rd</sup>-5<sup>th</sup></b>: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>The Learning Progression is within the sub-standards.</p> |  |
| Suggested Resources   |  |  |
| <p><b>Reading Street:</b> Lessons spiral throughout the year<br/> <b>iReady LAFS:</b> Lessons 24 &amp; 25<br/> <b>CPALMS:</b> 2 lessons</p>   |  |  |

| Standards for Language Cluster 1: Conventions of Standard English   |  |   |
|---|--|---|
| Standard  | The student understands that:  | Student Friendly Learning Targets   |
| <p><a href="#">LAFS.3.L.1.1</a><br/>                     Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>k. Demonstrate beginning cursive writing skills.</li> <li>l. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>m. Form and use regular and irregular plural nouns.</li> <li>n. Use abstract nouns (e.g., childhood).</li> <li>o. Form and use regular and irregular verbs.</li> <li>p. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>q. Ensure subject-verb and pronoun- antecedent agreement.</li> <li>r. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>s. Use coordinating and subordinating conjunctions.</li> <li>t. Produce simple, compound, and complex sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Using the conventions of standard English grammar when speaking or writing enhances communication and helps the understanding of the listener or reader.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can use correct English grammar when I speak and write.</li> </ul> |
| DOK Level   | The student is able to:  |   |
| <p><b>2</b><br/>                     Basic Application of Skills and Concepts</p>   | <ul style="list-style-type: none"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns (e.g., childhood).</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Form and use comparative (better) and superlative adjectives (best) and adverbs, and choose between them depending on what is to be modified.</li> <li>• Use coordinating and subordinating conjunctions.*</li> <li>• Produce simple, compound, and complex sentences.</li> </ul> |   |
| Assessment Limits ~ FSA Reporting Category: <i>Language &amp; Editing 15-25%</i>  | Learning Progression   |   |
| <p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>   | <p><b>K:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/> <b>1<sup>st</sup>-5<sup>th</sup>:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>                     Learning Progression is in the sub-standards 1<sup>st</sup> -5<sup>th</sup></p>   |   |
| Suggested Resources   |  |   |
| <p><b>Reading Street:</b> Lessons spiral throughout the year<br/> <b>iReady LAFS:</b> Lessons 1-16 &amp; 21</p>   |  |   |

| Standards for Language Cluster 1: Conventions of Standard English  |   |   |
|--|---|---|
| Standard   | The student understands that:   | Student Friendly Learning Targets   |
| <p><b>LAFS.3.L.1.2</b><br/>                     Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>h. Capitalize appropriate words in titles.</li> <li>i. Use commas in addresses.</li> <li>j. Use commas and quotation marks in dialogue.</li> <li>k. Form and use possessives.</li> <li>l. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>m. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>n. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> | <ul style="list-style-type: none"> <li>• Titles need capital letters.</li> <li>• Commas are needed in addresses and dialogue. (dates, series, greetings/closings of letters taught previously)</li> <li>• Quotation marks are needed in dialogue.</li> <li>• There are different ways to form and use possessives.</li> <li>• Patterns help us spell words correctly.</li> <li>• Suffixes can be added to words.</li> <li>• It is important to know how to use reference materials.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can capitalize appropriate words in titles.</li> <li>• I can use commas in addresses.</li> <li>• I can use commas and quotation marks in dialogue.</li> <li>• I can form and use possessives.</li> <li>• I can spell high frequency and other studied words correctly.</li> <li>• I can add suffixes to base words.</li> <li>• I can apply spelling patterns when writing words.</li> <li>• I can use reference materials to check and correct spellings.</li> </ul> |
| DOK Level  | The student is able to:   |   |
| <p><b>1</b><br/>                     Recall</p>  | <ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Form and use possessives.</li> <li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> |   |
| Assessment Limits ~ FSA Reporting Category: <i>Language &amp; Editing 15-25%</i>   | Learning Progression  |   |
| <p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>  | <p><b>K:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/> <b>1<sup>st</sup>-5<sup>th</sup>:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/>                     Learning Progression is in the sub-standards.</p>  |   |
| Suggested Resources  |   |   |
| <p><b>Reading Street:</b> Lessons spiral throughout the year<br/> <b>iReady LAFS:</b> Lessons 17-21</p>  |   |   |



| Standards for Language Cluster 3: Vocabulary Acquisition and Use   |  |  |
|--|--|--|
| Standard   | The student understands that:  | Student Friendly Learning Targets  |
| <p><u>LAFS.3.L.3.4</u><br/>                     Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>          | <ul style="list-style-type: none"> <li>Words have multiple meanings and context can be used to determine meaning.</li> <li>Root words can help determine meaning.</li> <li>Affixes help determine word meaning.</li> <li>Tools, such as glossaries, dictionaries, or on line resources, can be used to understand words.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use context clues to figure out an unknown word (read, reread, pictures).</li> <li>I can use affixes to help me understand what a word means.</li> <li>I can use root words I know to understand unfamiliar words.</li> <li>I can use a glossary or a dictionary (print or digital) to understand what a word means.</li> </ul> |
| DOK Level  | The student is able to:  |  |
| <p><b>2</b><br/>                     Basic Application of Skills and Concepts</p>  | <ul style="list-style-type: none"> <li>Use tools such as glossaries, dictionaries and online dictionaries to determine word meaning.</li> <li>Use context clues to determine meaning of words that are unfamiliar.</li> <li>Apply knowledge of affixes and/or root words to clarify or understand words and phrases clearly.</li> <li>Determine the meaning of multiple-meaning words based on context.</li> </ul> |  |
| Assessment Limits ~ FSA Reporting Category: <i>Craft &amp; Structure</i><br>25-35%   | Learning Progression   |  |
| <p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> | <p><b>K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>1<sup>st</sup> -5<sup>th</sup>:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.</p>   |  |
| Suggested Resources  |  |  |
| <p><b>Reading Street:</b> Lessons spiral throughout the year<br/> <b>iReady LAFS:</b> Lessons 26-29<br/> <b>CPALMS:</b> 15 Lessons</p>   |  |  |



| Standards for Language Cluster 3: Vocabulary Acquisition and Use  |   |   |
|---|---|---|
| Standard  | The student understands that:   | Student Friendly Learning Targets   |
| <p><u><a href="#">LAFS.3.L.3.5</a></u><br/>                     Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>  | <ul style="list-style-type: none"> <li>Words and word phrases can have literal or nonliteral meanings.</li> <li>Word choice is important to convey clear meaning or to comprehend text.</li> <li>Synonyms have different intensities (shades) of meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>I can choose exactly the words I need in order to describe to others what I mean.</li> <li>I can distinguish the difference between literal and nonliteral meanings of words.</li> <li>I can identify real life connections of words.</li> <li>I can distinguish shades of meaning in synonyms.</li> </ul> |
| DOK Level   | The student is able to:   |   |
| <p><b>3</b><br/>                     Strategic Thinking and Complex Reasoning</p>   | <ul style="list-style-type: none"> <li>Understand nuance of words and use it correctly when choosing words to use.</li> <li>Distinguish shades of meaning in a group of synonyms.</li> <li>Analyze context in order to determine word meaning.</li> <li>Categorize words to identify real-life connections.</li> </ul>  |   |
| Assessment Limits ~ FSA Reporting Category: <i>Craft &amp; Structure</i><br>25-35%  | Learning Progression  |   |
| <p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p> | <p><b>K:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>1<sup>st</sup>:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>2<sup>nd</sup>:</b> [Without guidance and support from adults,] demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>3<sup>rd</sup>:</b> Demonstrate understanding of word relationships and nuances in word meanings. Learning Progression is in the sub-standards.</p> <p><b>4<sup>th</sup>:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>5<sup>th</sup>:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |   |
| Suggested Resources   |   |   |
| <p><u><b>Reading Street:</b></u> Lessons spiral throughout the year</p> <p><u><b>iReady LAFS:</b></u> Lessons 30-32</p> <p><u><b>CPALMS:</b></u> 5 Student Centers</p>  |   |   |
| <p>The Learning Progression is within the sub-standards.</p>  |   |   |

| Standards for Language Cluster 3: Vocabulary Acquisition and Use   |   |  |
|--|---|--|
| Standard   | The student understands that:   | Student Friendly Learning Targets  |
| <p><a href="#">LAFS.3.L.3.6</a><br/>Acquire and use accurately conversational, general academic, and domain specific words and phrases, found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> | <ul style="list-style-type: none"> <li>• That using words and phrases that are learned in the classroom is important.</li> <li>• That communicating with others is simplified when we use a common vocabulary that is domain specific.</li> <li>• That words can signal spatial and time relationships.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can use new words that I have learned in speaking and writing.</li> <li>• I can determine relationships between words in written and spoken English.</li> </ul> |
| DOK Level  | The student is able to:   |  |
| <p>1<br/>Recall</p>  | <ul style="list-style-type: none"> <li>• Use words that have been learned in classroom instruction.</li> <li>• Determine relationships between words.</li> <li>• Use domain specific words.</li> </ul>  |  |
| Assessment Limits  | Learning Progression  |  |
| Not an assessed standard   | <p><b>K:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>1<sup>st</sup>:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p><b>2<sup>nd</sup>:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><b>3<sup>rd</sup>:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><b>4<sup>th</sup>:</b> Acquire and use accurately grade-appropriate [non-conversational] general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>5<sup>th</sup>:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> |  |
| Suggested Resources  |   |  |
| iReady LAFS: Language Lesson- 33   |   |  |

# Pacing & Curriculum Guide

## Grade Three Mathematics – 5012050

Regular School Year



### Content:

- ❖ Grade Three Mathematics Course Description & LAFS/ELD Standards
- ❖ Mathematics Best Practices
- ❖ Pacing Guide
- ❖ Curriculum Guide

**Revised ~ Oct. 2015**

*The Pacing Guide and Unit Guides will be reviewed and revised if necessary every year.*



### Grade Three Course Description

*In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.*

1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

#### Language Arts Florida Standards & English Language Development Standards Integrated into Grade 3 Florida Math Standards

| LAFS: Speaking & Listening  | LAFS: Writing Standards  | ELD: English Language Development   |
|---|--|---|
| <p><a href="#">LAFS.3.SL.1.1</a> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.</p> <p><a href="#">LAFS.3.SL.1.2</a>: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><a href="#">LAFS.3.SL.1.3</a>: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | <p><a href="#">LAFS.3.W.1.2</a>: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</p> | <p><a href="#">ELD.K12.ELL.MA.1</a>: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p><a href="#">ELD.K12.ELL.SI.1</a>: English language learners communicate for social and instructional purposes within the school setting.</p> |

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important –processes and proficiencies with longstanding importance in mathematics education.

**MP1: Make sense of problems and persevere in solving them.**  
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.

**MP2: Reason abstractly and quantitatively.**  
Mathematically proficient students make sense of quantities and their relationships in problem situations.

**MP3: Construct viable arguments and critique the reasoning of others.**  
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.

**MP4: Model with mathematics.**  
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

**MP5: Use appropriate tools strategically.**  
Mathematically proficient students consider the available tools when solving a mathematical problem.

**MP6: Attend to precision.**  
Mathematically proficient students try to communicate precisely to others.

**MP7: Look for and make use of structure.**  
Mathematically proficient students look closely to discern a pattern or structure.

**MP8: Look for and express regularity in repeated reasoning.**  
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.

# Mathematics Florida Standards

## Understanding Mathematics

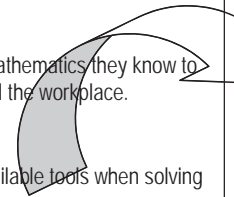
These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as  $(a + b)(x + y)$  and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding  $(a + b + c)(x + y)$ . Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

## Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word –understand are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential –points of intersection between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.



# CCPS Elementary Mathematics Pacing Guide



| Grade Level:                      | Quarter 1  | Quarter 2  | Quarter 3  | Quarter 4  |
|-----------------------------------|--|--|--|--|
|                                   | Dates: _____   | Dates: _____   | Dates: _____   | Dates: _____   |
| <b>3</b>                          |  |  |  |  |
| Learning Expectations             | <ul style="list-style-type: none"> <li>Represent and solve problems involving multiplication and division</li> <li>Understand properties of multiplication and the relationship between multiplication and division.</li> <li>Multiply and divide within 100</li> <li>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> <li>Develop understanding of fractions as numbers.</li> </ul> | <ul style="list-style-type: none"> <li>Represent and solve problems involving multiplication and division</li> <li>Understand properties of multiplication and the relationship between multiplication and division.</li> <li>Multiply and divide within 100</li> <li>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> <li>Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> <li>Develop understanding of fractions as numbers.</li> </ul> | <ul style="list-style-type: none"> <li>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>Represent and interpret data.</li> <li>Geometric measurement: understand concepts of area and relate to multiplication and to addition.</li> <li>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> <li>Reason with shapes and their attributes.</li> </ul> | <ul style="list-style-type: none"> <li>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>Represent and interpret data.</li> <li>Geometric measurement: understand concepts of area and relate to multiplication and to addition.</li> <li>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> <li>Reason with shapes and their attributes.</li> </ul> |
| Operations and Algebraic Thinking | <a href="#">MAFS.3.OA.1.1</a> Topic 4<br><a href="#">MAFS.3.OA.1.2</a> Topic 7<br><a href="#">MAFS.3.OA.1.3</a> Topic 7<br><a href="#">MAFS.3.OA.1.4</a> Topic 7<br><a href="#">MAFS.3.OA.2.5</a> Topic 4, 5, 6<br><a href="#">MAFS.3.OA.2.6</a> Topic 7<br><a href="#">MAFS.3.OA.3.7</a> Topic 7<br><a href="#">MAFS.3.OA.4.8</a> Topic 8<br><a href="#">MAFS.3.OA.4.9</a> Topic 5<br><a href="#">MAFS.3.NBT.1.1</a> Topic 1, 2<br><a href="#">MAFS.3.NBT.1.2</a> Topic 1, 2, 3<br><a href="#">MAFS.3.NBT.1.3</a> Topic 5                     | <a href="#">MAFS.3.OA.1.1</a> Topic 4<br><a href="#">MAFS.3.OA.1.2</a> Topic 7<br><a href="#">MAFS.3.OA.1.3</a> Topic 7<br><a href="#">MAFS.3.OA.1.4</a> Topic 7<br><a href="#">MAFS.3.OA.2.5</a> Topic 4, 5, 6<br><a href="#">MAFS.3.OA.2.6</a> Topic 7<br><a href="#">MAFS.3.OA.3.7</a> Topic 7<br><a href="#">MAFS.3.OA.4.8</a> Topic 8<br><a href="#">MAFS.3.OA.4.9</a> Topic 5<br><a href="#">MAFS.3.NBT.1.1</a> Topic 1, 2<br><a href="#">MAFS.3.NBT.1.2</a> Topic 1, 2, 3   |  |  |
| Number and Operations in Base Ten | <a href="#">MAFS.3.NF.1.1</a> Topic 9<br><a href="#">MAFS.3.NF.1.2</a> Topic 9<br><a href="#">MAFS.3.NF.1.3</a> Topic 10   | <a href="#">MAFS.3.NF.1.1</a> Topic 9<br><a href="#">MAFS.3.NF.1.2</a> Topic 9<br><a href="#">MAFS.3.NF.1.3</a> Topic 10   |  |  |
| Measurement and Data              |  |  | <a href="#">MAFS.3.OA.2.5</a> Topic 6<br><a href="#">MAFS.3.MD.1.1</a> Topic 12<br><a href="#">MAFS.3.MD.1.2</a> Topic 15<br><a href="#">MAFS.3.MD.3.5</a> Topic 14<br><a href="#">MAFS.3.MD.3.6</a> Topic 14<br><a href="#">MAFS.3.MD.3.7</a> Topic 14<br><a href="#">MAFS.3.MD.4.8</a> Topic 13, 14  | <a href="#">MAFS.3.OA.2.5</a> Topic 6<br><a href="#">MAFS.3.MD.1.1</a> Topic 12<br><a href="#">MAFS.3.MD.1.2</a> Topic 15<br><a href="#">MAFS.3.MD.3.5</a> Topic 14<br><a href="#">MAFS.3.MD.3.6</a> Topic 14<br><a href="#">MAFS.3.MD.3.7</a> Topic 14<br><a href="#">MAFS.3.MD.4.8</a> Topic 13, 14  |
| Geometry                          |  |  | <a href="#">MAFS.3.MD.3.5</a> Topic 14<br><a href="#">MAFS.3.MD.3.6</a> Topic 14<br><a href="#">MAFS.3.MD.3.7</a> Topic 14<br><a href="#">MAFS.3.MD.4.8</a> Topic 13, 14<br><a href="#">MAFS.3.G.1.1</a> Topic 11<br><a href="#">MAFS.3.G.1.2</a> Topic 11   | <a href="#">MAFS.3.MD.3.5</a> Topic 14<br><a href="#">MAFS.3.MD.3.6</a> Topic 14<br><a href="#">MAFS.3.MD.3.7</a> Topic 14<br><a href="#">MAFS.3.MD.4.8</a> Topic 13, 14<br><a href="#">MAFS.3.G.1.1</a> Topic 11<br><a href="#">MAFS.3.G.1.2</a> Topic 11   |
| Total Number of Standards         | <b>4</b>   | <b>9</b>   | <b>7</b>   | <b>7</b>   |





**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard  | DOK         | Learning Progression of Standard   |  |   |   |  |
|---|---|-------------|--|--|---|---|--|
| MAFS.3.OA.1: <b>Represent and solve problems involving multiplication and division.</b> | MAFS.3.OA.1.1: Interpret products of whole numbers, e.g., interpret 5 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 7. | 1<br>Recall | Grade K: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.<br><br>Note: Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) | Grade 1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | Grade 2: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Grade 4: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | Grade 5: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. |
|   |   | Quarter     |  |  |   |   |  |
|   |   | 1, 2        |  |  |   |   |  |

| Learning Targets  | Resources                              |                                  |   |  | Vocabulary   |
|---|--|----------------------------------|---|--|--|
| I can arrange objects (blocks, arrays, pictures, number lines, chips, cubes, and so on) into equal groups and understand the product. | <b>EnVision</b><br>• Topic 4, Lesson 5 | <b>MAFS iReady</b><br>• Lesson 1 | <b>MFAS (cPalms)</b><br>• Multiplication on a Number Line<br>What Does 21 Mean? | <b>Thinking Maps</b><br><u>Bridge:</u><br>2x4 is the same as draw a picture of an array and also picture of groups | Equal groups<br><br>Factors<br><br>Product<br><br>Expression |
| I can write an equation about the equal groups I make.  | • Topic 4, Lesson 2                    | • Lesson 1                       | • Writing Multiplication<br>• Word Problems                                     |  |  |
| I can make a model showing the equation I made.   | • Topic 4, Lesson 5                    | • Lesson 1                       |   |  |  |
| I can describe a context for a number expression.   | • Topic 4, Lesson 4                    | • Lesson 1                       | • Interpreting Multiplication What Does the 21 Mean?                            |  |  |

**Assessment Limits:**

- Whole number factors may not exceed 10 x 10.
- Students may not be required to write an equation to represent a product of whole numbers.

**FSA Test Information**

**OA & NBT Category: 48%**

**Item Types:**

- Equation Editor
- Multiple Choice
- Multiselect
- Open Response
- Table Item

| Sample Item   | Item Type            |                             |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |
|---|----------------------|-----------------------------|----------------|-----------------------------|----------|----------------------|----------------------|----------|----------------------|----------------------|----------|----------------------|----------------------|
| Tom told Mary he planted 4 x 5 flowers. How might Mary describe the arrangement of flowers in Tom's rectangular-shaped garden?  | Open Response        |                             |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |
| Tom told Mary he planted 48 flowers in the rectangular-shaped garden. Which sentence could Mary use to describe how the flowers were planted?<br>A. Tom planted 24 rows of 24 flowers.<br>B. Tom planted 4 rows of 24 flowers.<br>C. Tom planted 40 rows of 8 flowers.<br>D. Tom planted 8 rows of 6 flowers.   | Multiple Choice      |                             |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |
| <p>Table Item</p> <p>Martez has to plant 36 flower seeds in a garden. He will plant the seeds in rows. Each row must have the same number of seeds.</p> <table border="1"> <thead> <tr> <th></th> <th>Number of Rows</th> <th>Number of Seeds in Each Row</th> </tr> </thead> <tbody> <tr> <td>Design 1</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>Design 2</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>Design 3</td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </tbody> </table> <p>Complete the table to show three different garden designs Martez could plant.</p> |                      |                             | Number of Rows | Number of Seeds in Each Row | Design 1 | <input type="text"/> | <input type="text"/> | Design 2 | <input type="text"/> | <input type="text"/> | Design 3 | <input type="text"/> | <input type="text"/> |
|   | Number of Rows       | Number of Seeds in Each Row |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |
| Design 1  | <input type="text"/> | <input type="text"/>        |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |
| Design 2  | <input type="text"/> | <input type="text"/>        |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |
| Design 3  | <input type="text"/> | <input type="text"/>        |                |                             |          |                      |                      |          |                      |                      |          |                      |                      |

**cPalms Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard   | DOK     | Learning Progression of Standard  |  |  |   |   |
|---|--|---------|---|--|--|---|---|
| MAFS.3.OA.1: <b>Represent and solve problems involving multiplication and division.</b> | MAFS.3.OA.1.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. | 1       | Grade K: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | Grade 1: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | Grade 2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | Grade 4: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. | Grade 5: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum or product. |
|   |  | Recall  |   |  |  |   |   |
|   |  | Quarter |   |  |  |   |   |
|   |  | 1, 2    |   |  |  |   |   |

| Learning Targets  | Resources  |                     |  |  | Vocabulary   |
|---|--|---------------------|--|--|--|
| I can start with a set of objects and divide into equal shares. | EnVision   | MAFS iReady         | MFAS (cPalms)  | Thinking Maps  | Quotient<br>Expression<br>Equal shares<br>Equation |
|   | • Topic 7, Lesson 1                                    | • Lesson 4          | • Using a number line to Solve a Division Problem<br>• What Does the 6 Mean? | Brace Original Problem as whole. Break into groups (draw picture). Break Down into answer. |  |
|   | I can write an equation about the equal groups I make. | • Topic 7, Lesson 5 | • Lesson 4   |  |  |
| I can make a model showing the equation I made.                 | • Topic 7, Lesson 2                                    | • Lesson 4          | • Using a number Line to Solve a Division Problem                            |  |  |

|   |   |  |  |
|---|---|--|--|
| <b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Whole number quotients and divisors may not exceed 10.</li> <li>Items may not require students to write an equation to represent a quotient of whole numbers.</li> </ul>   | <b>FSA Test Information</b><br><br><b>OA &amp; NBT</b><br>Category: 48% | Sample Item<br>Heidi has 12 apples and 6 bags. She places an equal number of apples in each bag.<br>Drag apples to show how many apples are in each bag. | Item Type<br>GRID  |
|   |   |  | Sample Item<br>Select all the situations that can be represented by $35 \div 5$ . <ul style="list-style-type: none"> <li><input type="checkbox"/> Heidi has 35 apples after picking the same number of apples each day for 5 days.</li> <li><input type="checkbox"/> Heidi has 35 apples and places an equal number of apples into 5 baskets.</li> <li><input type="checkbox"/> Heidi has 5 apples and needs more apples to deliver to a customer.</li> <li><input type="checkbox"/> Heidi has 35 apples, and her friend gives her 5 more.</li> <li><input type="checkbox"/> Heidi has 35 apples and gives 5 of them to a friend.</li> </ul> |
| <b>Examples of Opportunities for In-Depth Focus</b><br><br>Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations. |   |  |  |





**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard  | DOK  | Learning Progression of Standard                       |   |   |   |   |
|---|---|--|--|---|---|---|---|
| <b>MAFS.3.OA.1: Represent and solve problems involving multiplication and division.</b> | <b>MAFS.3.OA.1.3:</b><br>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | <b>2</b><br><br>Basic Application of Skills and Concepts | <b>Grade K:</b><br>Fluently add and subtract within 5. | <b>Grade 1:</b><br>Relate counting to addition and subtraction. | <b>Grade 2:</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | <b>Grade 4:</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | <b>Grade 5:</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . |
|   |   | <b>Quarter</b>   |  |   |   |   |   |
|   |   | <b>1, 2</b>  |  |   |   |   |   |

| Learning Targets   | Resources                              |                                   |  |  | Vocabulary  |
|--|--|-----------------------------------|--|--|---|
| I can solve multiplication and division word problems using different strategies like models, arrays, drawings or equations. | <b>EnVision</b><br>• Topic 7, Lesson 3 | <b>MAFS iReady</b><br>• Lesson 11 | <b>MFAS (cPalms)</b><br>• Finding an Unknown Product<br>• Finding the Group Size | <b>Thinking Maps</b><br>Flow<br>Tree map | <b>Equations</b><br><br><b>Symbols</b><br><br><b>Measurement</b><br><br><b>Quantities</b><br><br><b>Arrays</b><br><br><b>Equal groups</b><br><br><b>Multiplication</b><br><br><b>Division</b> |
|  | • Topic 4, Lesson 1                    | • Lesson 11                       | • Finding the Number of Groups<br>• Measurement Problems                         |  |   |
| I can use a symbol for an unknown amount when I write an equation.   | • Topic 4, Lesson 1                    | • Lesson 11                       | • Finding the Number of Groups<br>• Measurement Problems                         |  |   |

|   |   |
|---|---|
| <b>Assessment Limits:</b><br><ul style="list-style-type: none"> <li>All values in items may not exceed whole number multiplication facts of 10 x 10 or the related division facts.</li> <li>Items may not contain more than one unknown per equation.</li> <li>Items may not contain the words “times as much/many.”</li> </ul> | <b>FSA Test Information</b><br><br><b>OA &amp; NBT Category: 48%</b>  |
|   | <b>Item Types:</b><br><ul style="list-style-type: none"> <li>Equation Editor</li> <li>GRID</li> <li>Multiple Choice</li> <li>Multiselect</li> </ul> |

| Sample Item  | Item Type       |
|--|-----------------|
| Craig has 72 grapes. He separates the grapes into 9 equal groups. How many grapes are in each group?   | Equation Editor |
| <b>Equation Editor</b><br>Craig has a total of 54 grapes. He will split the grapes into equal groups.<br>Create three different multiplication equations that represent how Craig could split the 54 grapes into equal groups. |                 |
|  |                 |

cPalms Remarks/Examples:

**Examples of Opportunities for In-Depth Focus**

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.



**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard   | DOK     | Learning Progression of Standard   |  |  |  |   |
|---|--|---------|--|--|--|--|---|
| <b>MAFS.3.OA.1: Represent and solve problems involving multiplication and division.</b> | <b>MAFS.3.OA.1.4:</b><br>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \square \times 6$ , $6 \times 6 = ?$ . | 1       | <b>Grade K:</b><br>For any number from 1 to 9, find the number that makes 10 when added to the given number. | <b>Grade 1:</b><br>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. | <b>Grade 2:</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | <b>Grade 4:</b> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | <b>Grade 5:</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . |
|   |  | Recall  |  |  |  |  |   |
|   |  | Quarter |  |  |  |  |   |
|   |  | 1, 2    |  |  |  |  |   |

| Learning Targets  | Resources                              |                                  |  | Vocabulary   |
|---|--|----------------------------------|--|--|
| I can find a missing number in a multiplication or division problem to make the number sentence true. | <b>EnVision</b><br>• Topic 8, Lesson 6 | <b>MAFS iReady</b><br>• Lesson 6 | <b>MFAS (cPalms)</b><br>• Find the Unknown Number<br>• Missing Numbers in Division Equations<br>• Missing Numbers in Multiplication Equations<br>• Multiplication and Division Equations | <b>Thinking Maps</b><br>Tree:<br>Multiplication and Division Fact Families, Sub Categories are problems, Member of Each Category is the fact families.           |
|   |  |                                  |  | <b>Equation</b><br><b>Multiplication</b><br><b>Division</b><br><b>Unknown factors</b><br><b>Products</b><br><b>Dividend</b><br><b>Divisor</b><br><b>Quotient</b> |

|   |  |
|---|--|
| <b>Assessment Limits:</b><br><ul style="list-style-type: none"> <li>• All values in items may not exceed whole number multiplication facts of 10 x 10 or the related division facts.</li> <li>• Items must provide the equation.</li> <li>• Students may not be required to create the equation.</li> </ul> | <b>FSA Test Information</b><br><br><b>OA &amp; NBT Category: 48%</b> |
| <b>Item Types:</b><br><ul style="list-style-type: none"> <li>• Equation Editor</li> <li>• Multiple Choice</li> </ul>  |  |

| Sample Item  | Item Type       |
|--|-----------------|
| A division problem is shown.<br><br>9 equals <input type="text"/> divided by 3<br><br>What is the value of the unknown number? | Equation Editor |
| What is the value of the unknown number in the equation $72 \div \square = 9$ ?  | Equation Editor |
| What is the value of the unknown number in the equation $6 \times 3 = \square$ ?<br><br>(A) 3<br>(B) 9<br>(C) 18<br>(D) 63     | Multiple Choice |

cPalms  
Remarks/Examples:

**Examples of Opportunities for In-Depth Focus**

Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.



**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard  | DOK  | Learning Progression of Standard  |   |  |   |  |
|---|---|--|---|---|--|---|--|
| <b>MAFS.3.OA.2: Understand properties of multiplication and the relationship between multiplication and division.</b> | <b>MAFS.3.OA.2.5:</b><br>Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) | <b>2</b><br><br>Basic Application of Skills and Concepts | Grade K: Compose and decompose numbers from 11 to 19 into ten ones and some further ones. | Grade 1: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | Grade 2: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. | Grade 4: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. | Grade 5: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$ . |
|   |   | Quarter  |   |   |  |   |  |

| Learning Targets   | Resources                       |   |   |   | Vocabulary  |
|--|---------------------------------|---|---|---|---|
| I can use the distributive property for multiplication and division. | EnVision<br>• Topic 6, Lesson 1 | MAFS iReady<br>• Lesson 2<br>• Lesson 3 | MFAS (cPalms)<br>• Break Apart and Put Together                                       | Thinking Maps<br>Bridge: Commutative Property $3 \times 5$ is the same as $5 \times 3$<br>Tree: Properties of Multiplication<br>- Commutative<br>- Associative<br>- Distributive<br>Each branch has the description and an example<br>Lesson 3<br>Flow:<br>Box 1 - $6 \times 3$ Box 2 - $5 \times 3 + 1 \times 3$<br>Box 3 - Answer | Factors<br><br>Unknown factor<br><br>Division quotient<br><br>Product<br><br>Properties<br><br>Dividends<br><br>Divisor |
|  | • Topic 6, Lesson 6             | • Lesson 2<br>• Lesson 3                | • Using the Associative Property of Multiplication                                    |   |   |
|  | • Topic 4, Lesson 3             | • Lesson 2<br>• Lesson 3                | • Meeting the Reading Goal<br>• Does it Work for Division? to Solve Division Problems |   |   |
| I can use the associative property for multiplication.               |                                 |   |   |   |   |
| I can use the commutative property for multiplication.               |                                 |   |   |   |   |

| FSA Test Information  |  |
|---|--|
| OA & NBT Category: 48%  |  |
| <b>Item Types:</b> <ul style="list-style-type: none"> <li>Equation Editor</li> <li>GRID</li> <li>Matching Item</li> <li>Multiple Choice</li> <li>Multiselect</li> </ul> | <b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>All values in items may not exceed whole number multiplication facts of <math>10 \times 10</math> or the related division facts.</li> </ul> |

| Sample Item   | Item Type       |
|---|-----------------|
| Select all the expressions that could be used to find $6 \times 10$ .<br><input type="checkbox"/> $10 \times 6$<br><input type="checkbox"/> $6 \times (2 \times 5)$<br><input type="checkbox"/> $6 + (2 \times 5)$<br><input type="checkbox"/> $(6 \times 2) \times 5$<br><input type="checkbox"/> $(6 \times 8) \times (6 \times 2)$ | Multiselect     |
| Which expression is equivalent to $7 \times (2 + 3)$ ?<br>Ⓐ $(7 \times 2) + (7 \times 3)$<br>Ⓑ $(7 + 2) \times (7 + 3)$<br>Ⓒ $(7 \times 2) \times (7 \times 3)$<br>Ⓓ $(7 + 2) \times 3$   | Multiple Choice |

| Sample Item   | Item Type       |
|---|-----------------|
| An equation is shown.<br>$4 \times 9 = 9 \times \square$<br>What is the missing value?<br>A. 4<br>B. 5<br>C. 9<br>D. 13 | Multiple Choice |
| Drag numbers to the boxes to create a different expression that is equal to $(3 + 4) + 5$ .<br>                         | GRID            |



**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard  | DOK                                      | Learning Progression of Standard   |  |   |   |  |
|---|---|--|--|--|---|---|--|
| MAFS.3.OA.2: <i>Understand properties of multiplication and the relationship between multiplication and division.</i> | MAFS.3.OA.2.6: Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. | 2  | Grade K: For any number from 1 to 9, find the number that makes 10 when added to the given number. | Grade 1: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. | Grade 2: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | Grade 4: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | Grade 5: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . |
|   |   | Basic Application of Skills and Concepts |  |  |   |   |  |
|   |   | Quarter                                  |  |  |   |   |  |
|   |   | 1, 2                                     |  |  |   |   |  |

| Learning Targets  | Resources           |             |   |  | Vocabulary  |
|---|---------------------|-------------|---|--|---|
| I can understand division in ways that make sense to me.  | EnVision            | MAFS iReady | MFAS (cPalms)   | Thinking Maps  | Factors<br>Unknown factor<br>Division quotient<br>Product<br>Properties<br>Dividends<br>Divisor |
|   | • Topic 7, Lesson 1 | • Lesson 5  | • Alien Math  | Bridge:<br>8x3=24 when reversed for division is 24/3=8 |   |
|   | • Topic 7, Lesson 3 | • Lesson 5  | • Alien Math<br>• Multiplication as the Inverse of Division |  |   |
| I can understand the relationship between multiplication and division in ways that makes sense to me. | • Topic 7, Lesson 3 | • Lesson 5  | • Alien Math<br>• Multiplication as the Inverse of Division |  |   |
| I can find the unknown factor of division using different strategies that makes sense to me.          | • Topic 7, Lesson 5 | • Lesson 5  | • Using Multiplication to Solve Division Problems           |  |   |

**FSA Test Information**

OA & NBT Category: 48%

|  |  |
|--|--|
| <b>Item Types:</b> <ul style="list-style-type: none"> <li>• Equation Editor</li> <li>• GRID</li> <li>• Multiple Choice</li> <li>• Multiselect</li> </ul> | <b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>• All values in items may not exceed whole number multiplication facts of 10 x 10 or the related division facts.</li> </ul> |
|--|--|

| Sample Item  | Item Type       |
|--|-----------------|
| Create a multiplication equation you could use to solve $21 \div 3 = \square$ .  | Equation Editor |
| GRID<br>Click a number under each box to create a true multiplication equation that could be used to solve $10 \div 5 = \square$ . |                 |
|  |                 |



**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard  | DOK             | Learning Progression of Standard             |  |  |   |  |
|---|---|-----------------|--|--|--|---|--|
| MAFS.3.OA.3: <b>Multiply and divide within 100.</b> | MAFS.3.OA.3.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. | 1<br>Recall     | Grade K: Fluently add and subtract within 5. | Grade 1: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | Grade 2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | Grade 4: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. | Grade 5: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$ . |
|   |   | Quarter<br>1, 2 |  |  |  |   |  |

| Learning Targets  | Resources   |                           |  |   | Vocabulary  |
|---|---|---------------------------|--|---|---|
| I can solve multiplication and division problems using fact families.<br>(For example: I can solve $45 \div 5 = 9$ because I know that $9 \times 5 = 45$ ). | EnVision<br>• Topic 7, Lesson 3   | MAFS iReady<br>• Lesson 6 | MFAS (cPalms)<br>• Multiplication as the Inverse of Division | Thinking Maps<br><u>Tree Category:</u><br>Multiplication and Division Fact Families, Sub Categories are problems, Member of Each Category is the fact families. | Grouping<br>Dividend<br>Quotient<br>Divisor<br>Product<br>Factor<br>Multiply<br>Divide<br>Fluently<br>Properties<br>Fact families<br>Equal(s) |
|   | I can solve multiplication and division quickly because I know my facts from 1-9. | • Topic 6, Lesson 7       | • Lesson 6   |   |   |

|   |
|---|
| <p><b>Item Types:</b></p> <ul style="list-style-type: none"> <li>Equation Editor</li> <li>Multiple Choice</li> <li>Multiselect</li> <li>Table Item</li> </ul>   |
| <p><b>Assessment Limits:</b></p> <ul style="list-style-type: none"> <li>All values in items may not exceed whole number multiplication facts of <math>10 \times 10</math> or the related division facts.</li> </ul> |

| FSA Test Information   |                      |          |             |                      |             |                      |             |                      |  |
|--|----------------------|----------|-------------|----------------------|-------------|----------------------|-------------|----------------------|--|
| OA & NBT Category: 48%   |                      |          |             |                      |             |                      |             |                      |  |
| Sample Item  | Item Type            |          |             |                      |             |                      |             |                      |  |
| Solve: $8 \times 2 = \square$  | Equation Editor      |          |             |                      |             |                      |             |                      |  |
| Select all the factor pairs of 24.<br><input type="checkbox"/> 3 and 8<br><input type="checkbox"/> 4 and 8<br><input type="checkbox"/> 6 and 3<br><input type="checkbox"/> 7 and 4<br><input type="checkbox"/> 6 and 4   | Multiselect          |          |             |                      |             |                      |             |                      |  |
| Find the quotients to complete the table.  | Table Item           |          |             |                      |             |                      |             |                      |  |
| <table border="1"> <thead> <tr> <th>Problem</th> <th>Quotient</th> </tr> </thead> <tbody> <tr> <td><math>64 \div 8</math></td> <td><input type="text"/></td> </tr> <tr> <td><math>63 \div 9</math></td> <td><input type="text"/></td> </tr> <tr> <td><math>30 \div 6</math></td> <td><input type="text"/></td> </tr> </tbody> </table> | Problem              | Quotient | $64 \div 8$ | <input type="text"/> | $63 \div 9$ | <input type="text"/> | $30 \div 6$ | <input type="text"/> |  |
| Problem  | Quotient             |          |             |                      |             |                      |             |                      |  |
| $64 \div 8$  | <input type="text"/> |          |             |                      |             |                      |             |                      |  |
| $63 \div 9$  | <input type="text"/> |          |             |                      |             |                      |             |                      |  |
| $30 \div 6$  | <input type="text"/> |          |             |                      |             |                      |             |                      |  |

cPalms Remarks/Examples:

**Fluency Expectations or Examples of Culminating Standards**  
Students fluently multiply and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory. Multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students’ work in grade 3.

**Examples of Opportunities for In-Depth Focus**  
Finding single-digit products and related quotients is a required fluency for grade 3. Reaching fluency will take much of the year for many students. These skills and the understandings that support them are crucial; students will rely on them for years to come as they learn to multiply and divide with multidigit whole numbers and to add, subtract, multiply, and divide with fractions. After multiplication and division situations have been established, reasoning about patterns in products (e.g., products involving factors of 5 or 9) can help students remember particular products and quotients. Practice — and if necessary, extra support — should continue all year for those who need it to attain fluency.





**DOMAIN: Operations and Algebraic Thinking**

| Cluster  | Standard   | DOK  | Learning Progression of Standard   |  |   |  |   |
|--|--|--|--|--|---|--|---|
| <b>MAFS.3.OA.4:</b><br><i>Solve problems involving the four operations, and identify patterns in arithmetic.</i> | <b>MAFS.3.OA.4.8:</b><br>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | <b>2</b><br><br>Basic Application of Skills and Concepts | <b>Grade K:</b><br>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | <b>Grade 1:</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. | <b>Grade 2:</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. | <b>Grade 4:</b> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | <b>Grade 5:</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. |
|  |  | <b>Quarter</b><br><br><b>1, 2</b>                        |  |  |   |  |   |

| Learning Targets  | Resources  |  |  |                      | Vocabulary  |
|---|--|--|--|----------------------|---|
|   | <b>EnVision</b>  | <b>MAFS iReady</b>   | <b>MFAS (cPalms)</b>   | <b>Thinking Maps</b> | <b>Equations</b><br><b>Mental computation</b><br><b>Estimation</b><br><b>Strategy</b><br><b>Variable (unknown quantity)</b><br><b>Order of operations</b><br><b>Reasonable/reasonableness</b> |
| I can solve word problems with two steps, using addition, subtraction, multiplication and division. | <ul style="list-style-type: none"> <li>• Topic 6, Lesson 9</li> <li>• Topic 8, Lesson 5</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson 12</li> <li>• Lesson 13</li> </ul> | <ul style="list-style-type: none"> <li>• Bake Sale</li> <li>• Books at the Book Fair</li> <li>• Party Beverages</li> <li>• Zoo Field Trip</li> </ul> | <u>Tree Map:</u>     |   |
| I can use a letter to stand for a number I don't know.  | <ul style="list-style-type: none"> <li>• Topic 4, Lesson 1</li> </ul>                              | <ul style="list-style-type: none"> <li>• Lesson 12</li> <li>• Lesson 13</li> </ul> |  |                      |   |
| I can check if my answer is reasonable by using mental math.  | <ul style="list-style-type: none"> <li>• Topic 2, Lesson 9</li> </ul>                              | <ul style="list-style-type: none"> <li>• Lesson 12</li> <li>• Lesson 13</li> </ul> |  |                      |   |
| I can check if my answer is reasonable by estimating.   | <ul style="list-style-type: none"> <li>• Topic 2, Lesson 7</li> </ul>                              | <ul style="list-style-type: none"> <li>• Lesson 12</li> <li>• Lesson 13</li> </ul> |  |                      |   |

**Assessment Limits:**

- Adding and subtracting is limited to whole numbers within 1,000.
- All values in multiplication or division situations may not exceed whole number multiplication facts of 10 x 10 or the related division facts.
- Students may not be required to perform rounding in isolation.
- Equations may be provided in items.

**FSA Test Information**  
**OA & NBT Category: 48%**

- Item Types:**
- Equation Editor
  - Multiple Choice
  - Open Response

| Sample Item   | Item Type       |
|---|-----------------|
| A bookstore has 4 boxes of books. Each box contains 20 books. On Monday, the bookstore sold 16 books. How many books remain to be sold?   | Equation Editor |
| On Monday, a bookstore sold 75 books. On Tuesday, the bookstore sold 125 books. The bookstore must sell 500 books by Friday. Create an equation that can be used to find how many more books, <i>b</i> , the bookstore must sell by Friday. | Equation Editor |
| On Monday, a bookstore sold 75 books. On Tuesday, the bookstore sold 125 books. The bookstore must sell 500 books by Friday.<br>How many more books must the bookstore sell by Friday?<br>Ⓐ 200<br>Ⓑ 300<br>Ⓒ 375<br>Ⓓ 425                  | Multiple Choice |



**DOMAIN: Operations and Algebraic Thinking**

| Cluster   | Standard   | DOK  | Learning Progression of Standard  |  |  |   |  |
|---|--|--|---|--|--|---|--|
| MAFS.3.OA.4: <i>Solve problems involving the four operations, and identify patterns in arithmetic.</i>      | MAFS.3.OA.4.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. | 3  | Grade K: Fluently add and subtract within 5.  | Grade 1: Relate counting to addition and subtraction.  | Grade 2: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | Grade 4: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | Grade 5: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. |
|   |  | Strategic Thinking & Complex Reasoning                     |   |  |  |   |  |
|   |  | Quarter  |   |  |  |   |  |
|   |  | 1, 2   |   |  |  |   |  |
| Learning Targets  |  | Resources  |   |  |  | Vocabulary  |  |
| I can see patterns in a group of numbers.   | EnVision   | MAFS iReady  | MFAS (cPalms)   | Thinking Maps  | Arithmetic pattern<br>Properties of operations<br>Multiplication<br>Division<br>Addition<br>Subtraction<br>Even and odd<br>Compose and decompose numbers   |   |  |
|   | <ul style="list-style-type: none"> <li>Topic 1, Lesson 5</li> </ul>  | <ul style="list-style-type: none"> <li>Lesson 7</li> </ul> | <ul style="list-style-type: none"> <li>Adding Odd Numbers</li> <li>Adding Odds and Evens</li> </ul> | Flow Map:<br>Each box has the number and each arrow can be the rule. 2 is in box one then the arrow represents plus 2, box two would be 4. |  |   |  |
| I can explain patterns using properties of operations (addition, subtraction, multiplication and division). | <ul style="list-style-type: none"> <li>Topic 2, Lesson 1</li> </ul>  | <ul style="list-style-type: none"> <li>Lesson 7</li> </ul> | <ul style="list-style-type: none"> <li>Decomposing into Equal Addends</li> </ul>                    |  |  |   |  |

**Assessment Limits:**

- Adding and subtracting is limited to whole numbers within 1,000.
- All values in items may not exceed whole number multiplication facts of 10 x 10 or the related division facts.

**FSA Test Information**

OA & NBT Category: 48%

**Item Types:**

- Equation Editor
- GRID
- Multiple Choice
- Multiselect
- Table Item

Sample Item Item Type  
Multiple Choice

A multiplication table is shown.

|    |   |    |    |    |    |    |    |    |    |    |     |
|----|---|----|----|----|----|----|----|----|----|----|-----|
| x  | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   |
| 1  | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 2  | 0 | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 | 20  |
| 3  | 0 | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27 | 30  |
| 4  | 0 | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40  |
| 5  | 0 | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50  |
| 6  | 0 | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60  |
| 7  | 0 | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70  |
| 8  | 0 | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80  |
| 9  | 0 | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90  |
| 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

**Key**  
 shaded  
 unshaded

Which statement correctly describes how to use the multiplication table to find the multiples of 6?

(A) Find all the numbers that end with 6.  
 (B) Find all the numbers that start with 6.  
 (C) Find all the shaded numbers that would meet at an unshaded 6.  
 (D) Find all the numbers in the same row or the same column as a shaded 6.

**DOMAIN: Numbers in Base Ten**

| Cluster   | Standard  | DOK     | Learning Progression of Standard   |   |  |   |  |
|---|---|---------|--|---|--|---|--|
| MAFS.3.NBT.1:<br><i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i> | MAFS.3.NBT.1.1:<br>Use place value understanding to round whole numbers to the nearest 10 or 100. | 1       | Grade K:<br>Compose and decompose numbers from 11 to 19 into ten ones and some further ones. | Grade 1: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | Grade 2: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Grade 4: Use place value understanding to round multi-digit whole numbers to any place. | Grade 5: Read, write, and compare decimals to thousandths. |
|   |   | Quarter |  |   |  |   |  |
|   |   | 1, 2    |  |   |  |   |  |

| Learning Targets                           | Resources           |             |   |               | Vocabulary   |
|--|---------------------|-------------|---|---------------|--|
| I can round any number to the nearest 10.  | EnVision            | MAFS iReady | MFAS (cPalms)   | Thinking Maps | Rounding<br>Place value<br>Digit ones<br>Digit tens<br>Digit whole numbers<br>Estimate<br>Hundreds digit |
|  | • Topic 2, Lesson 5 | • Lesson 8  | • Mystery Number Rounding Problem<br>• Rounding to the Nearest Hundred<br>• The Smallest and Largest Numbers Possible | Flow Map:     |  |
| I can round any number to the nearest 100. | • Topic 2, Lesson 5 | • Lesson 8  | • Decomposing into Equal Addends  |               |  |

**FSA Test Information**  
 OA & NBT Category: 48%

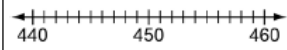
**Assessment Limits:**

- Items may contain whole numbers up to 1,000.

**Item Types:**

- Equation Editor
- GRID
- Matching Item
- Multiselect
- Table Item

| Sample Item  | Item Type                |                          |                          |     |     |                          |                          |                          |     |                          |                          |                          |     |                          |                          |                          |  |
|--|--------------------------|--------------------------|--------------------------|-----|-----|--------------------------|--------------------------|--------------------------|-----|--------------------------|--------------------------|--------------------------|-----|--------------------------|--------------------------|--------------------------|--|
| Match each number to the value of the number rounded to the nearest 10.  | Matching Item            |                          |                          |     |     |                          |                          |                          |     |                          |                          |                          |     |                          |                          |                          |  |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>180</th> <th>190</th> <th>200</th> </tr> </thead> <tbody> <tr> <th>181</th> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>186</th> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <th>194</th> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> |                          | 180                      | 190                      | 200 | 181 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 186 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 194 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
|  | 180                      | 190                      | 200                      |     |     |                          |                          |                          |     |                          |                          |                          |     |                          |                          |                          |  |
| 181  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |     |     |                          |                          |                          |     |                          |                          |                          |     |                          |                          |                          |  |
| 186  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |     |     |                          |                          |                          |     |                          |                          |                          |     |                          |                          |                          |  |
| 194  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |     |     |                          |                          |                          |     |                          |                          |                          |     |                          |                          |                          |  |

| Sample Item  | Item Type              |                        |  |     |  |     |  |     |  |
|--|------------------------|------------------------|--|-----|--|-----|--|-----|--|
| What value is 846 rounded to the nearest 100?  | Equation Editor        |                        |  |     |  |     |  |     |  |
| A. Round 846 to the nearest hundred.<br>B. Round 846 to the nearest ten.   | Equation Editor        |                        |  |     |  |     |  |     |  |
| Select all the numbers that will equal 800 when rounded to the nearest hundred.<br><input type="checkbox"/> 739<br><input type="checkbox"/> 751<br><input type="checkbox"/> 792<br><input type="checkbox"/> 805<br><input type="checkbox"/> 850  | Multiselect            |                        |  |     |  |     |  |     |  |
| An incomplete table is shown. Complete the table by filling in the missing original numbers with possible values.  | Table Item             |                        |  |     |  |     |  |     |  |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Original Number</th> <th>Rounded to Nearest Ten</th> </tr> </thead> <tbody> <tr> <td></td> <td>100</td> </tr> <tr> <td></td> <td>150</td> </tr> <tr> <td></td> <td>190</td> </tr> </tbody> </table> | Original Number        | Rounded to Nearest Ten |  | 100 |  | 150 |  | 190 |  |
| Original Number  | Rounded to Nearest Ten |                        |  |     |  |     |  |     |  |
|  | 100                    |                        |  |     |  |     |  |     |  |
|  | 150                    |                        |  |     |  |     |  |     |  |
|  | 190                    |                        |  |     |  |     |  |     |  |
| Plot points on the number line to represent all whole number values that round to 500 when rounded to the nearest hundred and to 450 when rounded to the nearest ten.  | GRID                   |                        |  |     |  |     |  |     |  |
|   |                        |                        |  |     |  |     |  |     |  |





**DOMAIN: Numbers in Base Ten**

| Cluster  | Standard  | DOK  | Learning Progression of Standard   |   |  |  |  |   |
|--|---|--|--|---|--|--|--|---|
| <b>MAFS.3.NBT.1:</b><br><i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i> | <b>MAFS.3.NBT.1.2:</b><br>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1  | Grade K: For any number from 1 to 9, find the number that makes 10 when added to the given number. | Grade 1: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | Grade 2: Explain why addition and subtraction strategies work, using place value and the properties of operations. | Grade 4: Fluently add and subtract multi-digit whole numbers using the standard algorithm. | Grade 5: Fluently multiply multi-digit whole numbers using the standard algorithm. |   |
|  |   | Recall   |  |   |  |  |  |   |
|  |   | Quarter  |  |   |  |  |  |   |
|  |   | 1, 2   |  |   |  |  |  |   |
| Learning Targets   |   | Resources  |  |   | Vocabulary   |  |  |   |
| I can add numbers to 999 in many ways using a strategy that makes sense to me.   |   | EnVision<br>• Topic 3, Lesson 1<br>• Topic 3, Lesson 2<br>• Topic 3, Lesson 3<br>• Topic 3, Lesson 4<br>• Topic 3, Lesson 5<br>• Topic 3, Lesson 6 | MAFS iReady<br>• Lesson 9  | MFAS (cPalms)<br>• Addition within 1,000<br>• Wanda's Methods<br>• Adding and Subtracting Using Properties                                | Thinking Maps<br><a href="#">Flow Map</a><br><a href="#">Tree Map</a><br><a href="#">Brace Map</a>                 |  |  | Place value<br>Digit<br>Addition<br>Subtraction<br>Commutative property<br>Associative property<br>Sum<br>Difference<br>Algorithm<br>Decompose<br>Compose |
|  |   | • Topic 3, Lesson 6<br>• Topic 3, Lesson 7<br>• Topic 3, Lesson 8<br>• Topic 3, Lesson 9<br>• Topic 3, Lesson 10                                   | • Lesson 9   | • Subtraction within 1,000<br>• Adding and Subtracting Using Properties   |  |  |  |   |
| I can subtract numbers from 999 in many ways using a strategy that make sense to me.   |   | • Topic 3, Lesson 6<br>• Topic 3, Lesson 7<br>• Topic 3, Lesson 8<br>• Topic 3, Lesson 9<br>• Topic 3, Lesson 10                                   | • Lesson 9   | • Subtraction within 1,000<br>• Adding and Subtracting Using Properties   |  |  |  |   |

**FSA Test Information**  
 OA & NBT Category: 48%

**Assessment Limits:**

- Addends and sums are less than or equal to 1,000.
- Minuends, subtrahends, and differences are less than or equal to 1,000.
- Items may not require students to name specific properties.

**Item Types:**

- Equation Editor
- Multiple Choice
- Multiselect

| Sample Item   | Item Type       |
|---|-----------------|
| What is the sum of 153, 121, and 178?   | Equation Editor |
| Which statements correctly compare two numbers?<br><input type="checkbox"/> 259 > 295<br><input type="checkbox"/> 295 < 259<br><input type="checkbox"/> 259 < 295<br><input type="checkbox"/> 295 > 259<br><input type="checkbox"/> 259 = 295 | Multiselect     |

**cPalms Remarks/Examples:**

Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Although 3.OA.3.7 and 3.NBT.1.2 are both fluency standards, these two standards do not represent equal investments of time in grade 3. Note that students in grade 2 were already adding and subtracting within 1000, just not fluently.

That makes 3.NBT.1.2 a relatively small and incremental expectation. By contrast, multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.)



**DOMAIN: Numbers in Base Ten**

| Cluster  | Standard  | DOK  | Learning Progression of Standard  |  |  |  |  |
|--|---|--|---|--|--|--|--|
| <b>MAFS.3.NBT.1:</b><br><i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>   | <b>MAFS.3.NBT.1.3:</b><br>Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations. | 1  | <b>Grade K:</b><br>Compose and decompose numbers from 11 to 19 into ten ones and some further ones. | <b>Grade 1:</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.                       | <b>Grade 2:</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | <b>Grade 4:</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | <b>Grade 5:</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
|  |   | Recall   |   |  |  |  |  |
|  |   | Quarter  |   |  |  |  |  |
|  |   | 1, 2   |   |  |  |  |  |
| Learning Targets   |   | Resources  |   |  |  | Vocabulary   |  |
| I can multiply one-digit numbers (0-9) by multiples of ten (10, 20, 30, 40, 50, 60, 70, 80, and 90) using a strategy based on place value or properties of operations that make sense to me. |   | EnVision   | MAFS iReady   | MFAS (cPalms)  | Thinking Maps  | Multiples of ten<br><br>Place value<br><br>Digit<br><br>Product<br><br>Multiple<br><br>Factor<br><br>Properties of operations  |  |
|  |   | <ul style="list-style-type: none"> <li>Topic 5, Lesson 5</li> <li>Topic 5, Lesson 6</li> </ul> | <ul style="list-style-type: none"> <li>Lesson 10</li> </ul>   | <ul style="list-style-type: none"> <li>Explaining Multiplication Using Multiples of Ten</li> <li>How are these 2 Problems Related?</li> <li>Packages of 50?</li> </ul> | Flow<br>Bridge   |  |  |

**FSA Test Information**  
 OA & NBT Category: 48%

**Assessment Limits:**

- Items may not require students to name specific properties.

**Item Types:**

- Equation Editor
- Matching Item
- Multiselect

| Sample Item  | Item Type       |
|--|-----------------|
| What is the product of 7 and 50?   | Equation Editor |
| Select all expressions that have a product of 320.<br><input type="checkbox"/> $3 \times 90$<br><input type="checkbox"/> $4 \times 80$<br><input type="checkbox"/> $5 \times 60$<br><input type="checkbox"/> $8 \times 40$<br><input type="checkbox"/> $9 \times 30$ | Multiselect     |
| Mr. Engle has 10 tables in his classroom. There are 3 students at each table. Each student has 6 glue sticks.<br><br>A. How many glue sticks are at each table?<br>B. How many glue sticks do all of Mr. Engle’s students have combined?                             | Equation Editor |
| Ms. Yost has 20 boxes of markers. Each box contains 5 markers.<br>How many markers does Ms. Yost have in total?<br><br>  | Equation Editor |

**DOMAIN: Numbers and Operations – Fractions**

| Cluster  | Standard  | DOK  | Learning Progression of Standard   |  |   |   |   |
|--|---|--|--|--|---|---|---|
| <b>MAFS.3.NF.1:</b><br><i>Develop understanding of fractions as numbers.</i> | <b>MAFS.3.NF.1.1:</b><br>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . | <b>2</b><br><br>Basic Application of Skills and Concepts | Grade K: For any number from 1 to 9, find the number that makes 10 when added to the given number. | Grade 1: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. | Grade 2: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | Grade 4: Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | Grade 5: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .) |
|  |   | <b>Quarter</b>   |  |  |   |   |   |
|  |   | <b>1, 2</b>  |  |  |   |   |   |

| Learning Targets  | Resources   |   |  | Vocabulary   |
|---|---|---|--|--|
| I can show equal parts of a whole with a fraction in many different ways. | <b>EnVision</b>   | <b>MAFS iReady</b>  | <b>MFAS (cPalms)</b>   | Numerator<br>Denominator<br>Whole fraction<br>Fraction<br>Bar<br>Equal |
|   | <ul style="list-style-type: none"> <li>Topic 9, Lesson 1</li> </ul> | <ul style="list-style-type: none"> <li>Lesson 14</li> </ul> | <ul style="list-style-type: none"> <li>Painting a Wall</li> <li>Three Quarters of the Race</li> <li>What Does One Fifth Mean?</li> <li>Which Shows One Third?</li> </ul> |  |

**Assessment Limits:**


- Denominators are limited to 2, 3, 4, 6, and 8.
- Items are limited to combining or putting together unit fractions rather than formal addition or subtraction of fractions.
- Maintain concept of a whole as one entity that can be equally partitioned in various ways when working with unit fractions.
- Fractions  $a/b$  can be fractions greater than 1.
- Items may not use the term “simplify” or “lowest terms” in directives.
- Items may not use number lines.
- Shapes may include: quadrilateral (parallelogram, rhombus, rectangle, square, isosceles trapezoid), equilateral triangle, isosceles triangle, regular hexagon, and circle.



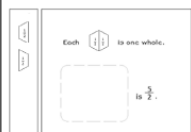
**Item Types:**





- Equation Editor
- GRID
- Multiple Choice
- Multiselect
- Table Item

**FSA Test Information**

**NF Category: 17%**

| Sample Item   | Item Type       |
|---|-----------------|
| Each shape shown represents $\frac{1}{2}$ of a whole.<br> How many shapes should be put together to make $\frac{5}{2}$ ?             | Equation Editor |
| The model shown represents one whole.<br>A. Drag triangles to the model to see how many equal parts it can be divided into.<br>B. Drag numbers to the boxes to show the fraction of the whole each triangle represents. | GRID            |

| Sample Item   | Item Type |
|---|-----------|
| A half of a shape is shown.<br> Click squares to complete the whole shape.<br>A sixth of a shape is shown.<br> Click squares to complete the whole shape. | GRID      |
| Each shape shown represents $\frac{1}{2}$ of a whole. Drag the shapes into the box to show $\frac{3}{2}$ .<br>   | GRID      |

| Sample Item  | Item Type       |
|--|-----------------|
| Each model shown has been shaded to represent a fraction. Which model shows $\frac{1}{4}$ shaded?<br>                                | Multiple Choice |
| Each model shown has been shaded to represent a fraction. Which model shows $\frac{3}{4}$ shaded?<br>                               | Multiple Choice |
| A figure is shown. Part of the figure is shaded.<br> Which fraction of the total area of the figure does the shaded part represent? | Equation Editor |
| A figure is shown. Part of the figure is shaded.<br> Which fraction of the total area of the figure does the shaded part represent? | Equation Editor |



**DOMAIN: Numbers and Operations – Fractions**

| Cluster  | Standard  | DOK  | Learning Progression of Standard  |   |  |   |   |
|--|---|--|---|---|--|---|---|
| <b>MAFS.3.NF.1:</b><br><i>Develop understanding of fractions as numbers.</i> | <b>MAFS.3.NF.1.2:</b><br>Understand a fraction as a number on the number line; represent fractions on a number line diagram.<br>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.<br>b. Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line. | <b>2</b><br><br>Basic Application of Skills and Concepts | Grade K: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | Grade 1: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | Grade 2: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | Grade 4: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.<br><br>Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100. | Grade 5: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .) |
|  |   | Quarter<br><br><b>1, 2</b>                               |   |   |  |   |   |

| Learning Targets                                     | Resources  |   |   |                              | Vocabulary   |
|--|--|---|---|------------------------------|--|
| I can name the equal parts on a number line.         | <b>EnVision</b><br><ul style="list-style-type: none"> <li>Topic 9, Lesson 5</li> </ul> | <b>MAFS iReady</b><br><ul style="list-style-type: none"> <li>Lesson 15</li> </ul> | <b>MFAS (cPalms)</b><br><ul style="list-style-type: none"> <li>Five-Eighths on the Number Line</li> <li>Four-Sixths on the Number Line</li> <li>One-Third on the Number Line</li> <li>Three-Fourths on the Number Line</li> </ul> | <b>Thinking Maps</b><br>Flow | Numerator<br>Denominator<br>Number line<br>Diagram<br>Fraction |
| I can show where to put a fraction on a number line. | <ul style="list-style-type: none"> <li>Topic 9, Lesson 5</li> </ul>                    | <ul style="list-style-type: none"> <li>Lesson 15</li> </ul>                       |   |                              |  |


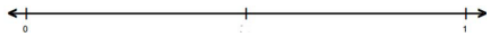


**Assessment Limits:**

- Denominators are limited to 2, 3, 4, 6, and 8.
- Number lines in MAFS.3.NF.1.2b items may extend beyond 1.

**FSA Test Information**

NF Category: 17%

- Item Types:**
- Equation Editor
  - GRID
  - Multiple Choice
  - Multiselect
  - Table Item

| Sample Item   | Item Type       |
|---|-----------------|
| Which number line is divided into thirds?<br><br>A. <br>B. <br>C. <br>D.  | Multiple Choice |

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cPalms Remarks/Examples:

**Example of Opportunities for In-Depth Focus**

Developing an understanding of fractions as numbers is essential for future work with the number system. It is critical that students at this grade are able to place fractions on a number line diagram and understand them as a related component of their ever-expanding number system.

**Fluency Expectations or Examples of Culminating Standards**

Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.1.2 a relatively small and incremental expectation.



**DOMAIN: Numbers and Operations – Fractions**

| Cluster  | Standard   | DOK  | Learning Progression of Standard   |  |   |   |   |
|--|--|--|--|--|---|---|---|
| <b>MAFS.3.NF.1:</b><br><i>Develop understanding of fractions as numbers.</i> | <b>MAFS.3.NF.1.3:</b><br>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.<br>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.<br>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.<br>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$ ; recognize that $6/1 = 6$ ; locate $4/4$ and 1 at the same point of a number line diagram.<br>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. | <b>3</b><br><br>Strategic Thinking & Complex Reasoning | <b>Grade K:</b><br>For any number from 1 to 9, find the number that makes 10 when added to the given number. | <b>Grade 1:</b><br>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. | <b>Grade 2:</b><br>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | <b>Grade 4:</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. | <b>Grade 5:</b><br>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. |
|  |  | Quarter  |  |  |   |   |   |
|  |  | <b>1, 2</b>  |  |  |   |   |   |

| Learning Targets   | Resources                                    |   |  |   | Vocabulary  |
|--|--|---|--|---|---|
| I can show that a whole can be divided or cut up, into equal pieces.   | EnVision<br>• Topic 9, Lesson 2              | MAFS iReady<br>• Lesson 16<br>• Lesson 17<br>• Lesson 18<br>• Lesson 19 | MFAS (cPalms)<br>• How Many Fourth are in Two Wholes<br><br>• The Cake Problem<br>• Comparing Fractions<br>• Equivalent Fractions<br><br>• Four Fourths<br>• Generating Equivalent Fractions<br>• How Many Fourths in Two Wholes | Thinking Maps<br>Bridge<br>Brace<br>Double bubble<br>Tree | Whole number<br>Number line<br>Ruler<br>Mixed fractions<br>Improper fractions<br>Compare and contrast<br>Greater than<br>Less than<br>Equal to<br>Fraction<br>Numerator<br>Denominator<br>Equivalent fraction<br>Parts of a whole |
| I can recognize fractions through pictures of objects.   | • Topic 9, Lesson 2                          |   |  |   |   |
| I can compare the size of 2 fractions with the same numerator or denominator and show which fraction is greater than, less than, or equal to another fraction by illustrating a picture. | • Topic 10, Lesson 8                         |   |  |   |   |
| I can recognize, understand and explain whole numbers as equal (equivalent) fractions by illustrating pictures or creating a number line showing the equal fractional pieces.            | • Topic 10, Lesson 5<br>• Topic 10, Lesson 6 |   |  |   |   |

|  |   |  |
|--|---|--|
| <b>Assessment Limits:</b><br><ul style="list-style-type: none"> <li>Denominators are limited to 2, 3, 4, 6, and 8.</li> <li>Fractions must reference the same whole entity that can be equally partitioned, unless item is assessing MAFS.3.NF.1.3d.</li> <li>Items may not use the term "simplify" or "lowest terms" in directives.</li> <li>Visual models may include number lines and area models.</li> </ul> | <b>FSA Test Information</b><br><br>NF Category: 17% | <b>Item Types:</b><br><ul style="list-style-type: none"> <li>Equation Editor</li> <li>GRID</li> <li>Matching Item</li> <li>Multiple Choice</li> <li>Multiselect</li> <li>Table Item</li> </ul> |
|  | 186   |  |



**DOMAIN: Measurement and Data**

| Cluster  | Standard   | DOK   | Learning Progression of Standard   |   |  |  |  |
|--|--|---|--|---|--|--|--|
| <b>MAFS.3.MD.1:</b><br><i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i> | <b>MAFS.3.MD.1.1:</b><br>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | 2   | <b>Grade K:</b><br>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | <b>Grade 1:</b><br>Tell and write time in hours and half-hours using analog and digital clocks. | <b>Grade 2:</b><br>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | <b>Grade 4:</b> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... | <b>Grade 5:</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |
|  |  | Basic Application of Skills and Concepts<br>Quarter<br>3, 4 |  |   |  |  |  |

| Learning Targets   | Resources                               |  |   |   | Vocabulary   |
|--|---|--|---|---|--|
| I can tell and write time to the nearest minute.                                 | <b>EnVision</b><br>• Topic 12, Lesson 2 | <b>MAFS iReady</b><br>• Lesson 20<br>• Lesson 21 | <b>MFAS (cPalms)</b><br>• Telling Time<br><br>• Find the Time<br>• What Time is it Now? | <b>Thinking Maps</b><br>Bridge<br>Brace<br>Flow | Hour hand<br><br>Minute hand<br><br>Hours<br><br>Minutes<br><br>Time intervals<br><br>Half hour<br><br>Quarter hour<br><br>Half past<br><br>Quarter past<br><br>Quarter till |
| I can solve word problems involving addition and subtraction of time in minutes. | • Topic 12, Lesson 5                    |  |   |   |  |
| I can represent time problems using addition and subtraction strategies.         | • Topic 12, Lesson 5                    |  |   |   |  |
| I can measure time intervals in minutes.   | • Topic 12, Lesson 4                    |  |   |   |  |


**FSA Test Information**  
 MD & G Category: 35%

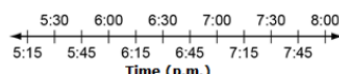
**Assessment Limits:**

- Clocks may be analog or digital.
- Digital clocks may not be used for items that require telling or writing time in isolation.

**Item Types:**

- Equation Editor
- GRID
- Multiple Choice
- Table Item

|   |   |
|---|---|
| <p>Sample Item</p> <p>Alex goes to the grocery store at the time shown.</p>  <p>At what time does Alex go to the grocery store?</p> <p>(A) 7:52<br/>                 (B) 10:07<br/>                 (C) 10:37<br/>                 (D) 11:23</p> | <p>Item Type</p> <p>Multiple Choice</p> |
|---|---|

| <p>Sample Item</p> <p>Alex arrives at the grocery store at 5:15 p.m. He leaves the grocery store 75 minutes later. Place an arrow on the number line to show the time he left the grocery store.</p>  <p>Alex arrives at the grocery store at 5:17 p.m. He leaves at 5:59 p.m. How many minutes was he in the grocery store?</p> <p>Alex has chores every day. The length of time, in minutes, of each chore is shown. He starts at 9:00 a.m. Complete the table to show what time he will start and finish each chore.</p> <table border="1"> <thead> <tr> <th>Chore</th> <th>Time it Takes to Complete the Chore</th> <th>Start Time</th> <th>End Time</th> </tr> </thead> <tbody> <tr> <td>Watering flowers</td> <td>12 minutes</td> <td>9:00</td> <td>:</td> </tr> <tr> <td>Sweeping kitchen</td> <td>7 minutes</td> <td>:</td> <td>:</td> </tr> <tr> <td>Dusting all rooms</td> <td>14 minutes</td> <td>:</td> <td>:</td> </tr> </tbody> </table> | Chore                               | Time it Takes to Complete the Chore | Start Time | End Time | Watering flowers | 12 minutes | 9:00 | : | Sweeping kitchen | 7 minutes | : | : | Dusting all rooms | 14 minutes | : | : | <p>Item Type</p> <p>GRID</p> <p>Equation Editor</p> <p>Table Item</p> |
|---|-------------------------------------|-------------------------------------|------------|----------|------------------|------------|------|---|------------------|-----------|---|---|-------------------|------------|---|---|---|
| Chore   | Time it Takes to Complete the Chore | Start Time                          | End Time   |          |                  |            |      |   |                  |           |   |   |                   |            |   |   |   |
| Watering flowers  | 12 minutes                          | 9:00                                | :          |          |                  |            |      |   |                  |           |   |   |                   |            |   |   |   |
| Sweeping kitchen  | 7 minutes                           | :                                   | :          |          |                  |            |      |   |                  |           |   |   |                   |            |   |   |   |
| Dusting all rooms   | 14 minutes                          | :                                   | :          |          |                  |            |      |   |                  |           |   |   |                   |            |   |   |   |

**DOMAIN: Measurement and Data**

| Cluster  | Standard   | DOK                                      | Learning Progression of Standard   |   |  |   |   |
|--|--|--|--|---|--|---|---|
| <b>MAFS.3.MD.1:</b><br><i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i> | <b>MAFS.3.MD.1.2:</b><br>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. | 2  | <b>Grade K:</b><br>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | <b>Grade 1:</b><br>Tell and write time in hours and half-hours using analog and digital clocks. | <b>Grade 2:</b><br>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | <b>Grade 4:</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | <b>Grade 5:</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. |
|  |  | Basic Application of Skills and Concepts |  |   |  |   |   |
|  |  | Quarter                                  |  |   |  |   |   |
|  |  | 3, 4                                     |  |   |  |   |   |
| Learning Targets   |  |  | Resources  |   |  |   | Vocabulary  |
| I can measure and estimate liquid volumes using standard units.  |  |  | <b>EnVision</b><br>• Topic 15, Lesson 1<br>• Topic 15, Lesson 2  | <b>MAFS iReady</b><br>• Lesson 22<br>• Lesson 23  | <b>MFAS (cPalms)</b><br>• Estimating and Measuring Volume  | <b>Thinking Maps</b><br>Tree map  | Mass volume<br>Standard units:<br>grams (g)<br>kilograms (kg)<br>liters (l)<br>Measurement<br>Estimation<br>Scale                               |
| I can measure and estimate masses objects using standard units.  |  |  | • Topic 15, Lesson 3<br>• Topic 15, Lesson 4<br>• Topic 15, Lesson 5   |   | • Estimating and Measuring Volume  |   |   |
| I can use addition, subtraction, multiplication and division strategies to solve word problems involving liquid volumes and masses.            |  |  | • Topic 15, Lesson 5   |   | • Multiplication and Division with Mass and Volume   |   |   |

**FSA Test Information**  
 MD & G Category: 35%

**Assessment Limits:**

- Items may not contain compound units such as cubic centimeters (cm<sup>3</sup>) or finding the geometric volume of a container.
- Items may not require multiplicative comparison (e.g., “times as much”).
- Unit conversions are not allowed.

**Item Types:**

- Equation Editor
- GRID
- Multiple Choice

Sample Item

Maurice and Gina each have a container of water, as shown.

What is the difference, in liters (L), between the amounts of water in their containers?

Equation Editor

1 2 3  
4 5 6  
7 8 9  
0 . /

Sample Item

Gina and Maurice have same-sized containers filled with different amounts of water, as shown.

Gina's container has 4 liters (L) of water. About how much water, in liters (L), does Maurice's container have?

Equation Editor

Gina and Maurice have the containers shown.

Gina does not know how much water is in her container. Maurice's container is the same size as Gina's container. About how much less water, in liters (L), does Gina have than Maurice?

Equation Editor

**cPalms**  
 Remarks/Examples:

**Examples of Opportunities for In-Depth Focus**

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole-number problems involving such quantities.

**DOMAIN: Measurement and Data**

| Cluster  | Standard   | DOK                                      | Learning Progression of Standard   |  |  |  |   |
|--|--|--|--|--|--|--|---|
| MAFS.3.MD.2:<br><i>Represent and interpret data.</i> | MAFS.3.MD.2.3:<br>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more and how many less problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. | 2  | Grade K:<br>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | Grade 1:<br>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | Grade 2: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | Grade 4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. | Grade 5: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. |
|  |  | Basic Application of Skills and Concepts |  |  |  |  |   |
|  |  | Quarter                                  |  |  |  |  |   |
|  |  | 3, 4                                     |  |  |  |  |   |

| Learning Targets                                     | Resources  |  |               |   | Vocabulary                                  |
|--|--|--|---------------|---|---|
| I can draw a scaled picture graph to represent data. | EnVision   | MAFS iReady  | MFAS (cPalms) | Thinking Maps   | Data<br>Bar graph<br>Picture graph<br>Scale |
| I can draw a scaled bar graph to represent data.     | <ul style="list-style-type: none"> <li>Topic 16, Lesson 4</li> </ul>                             | <ul style="list-style-type: none"> <li>Lesson 24</li> <li>Lesson 25</li> </ul> |               | <ul style="list-style-type: none"> <li>Brace</li> <li>Flow</li> </ul> |   |
| I can solve problems using the graph data.           | <ul style="list-style-type: none"> <li>Topic 16, Lesson 5</li> </ul>                             |  |               |   |   |
|  | <ul style="list-style-type: none"> <li>Topic 16, Lesson 3</li> <li>Topic 16, Lesson 6</li> </ul> |  |               |   |   |

**FSA Test Information**  
MD & G Category: 35%

- Item Types:**
- Equation Editor
  - GRID
  - Multiple Choice
  - Table Item

- Assessment Limits:**
- The number of data categories are five or fewer.
  - Items must provide appropriate scale and/or key unless item is assessing that feature.

Sample Item

John surveys his classmates about their favorite foods, as shown in the table.

| Favorite Food |   |
|---------------|---|
| Hamburger     | 2 |
| Salad         | 5 |
| Pizza         | 8 |

Click on the graph to complete the bar graph.

Sample Item

John surveys other students about their favorite food, as shown in the table.

| Favorite Food |   |
|---------------|---|
| Hot dog       | 5 |
| Pizza         | 6 |
| Salad         | 5 |
| Hamburger     | 2 |

Click the X's in each row to create a pictograph that represents the data.

**Key**  
X = 2 students

Sample Item

John surveys his classmates about their favorite foods, as shown in the bar graph.

How many more classmates prefer pizza over salad?

John surveys his classmates about their favorite foods, as shown in the table.

| Favorite Food |   |
|---------------|---|
| Hot Dogs      | 5 |
| Pizza         | 9 |
| Salad         | 6 |
| Chicken       | 3 |
| Fish          | 8 |

Click on the graph to create a bar graph that represents the data.



**DOMAIN: Measurement and Data**

| Cluster   | Standard  | DOK                                      | Learning Progression of Standard  |   |  |  |   |
|---|---|--|---|---|--|--|---|
| MAFS.3.MD.2: <b>Represent and interpret data.</b> | MAFS.3.MD.2.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units, whole numbers, halves, or quarters. | 2  | Grade K: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | Grade 1: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | Grade 2: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | Grade 4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. | Grade 5: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. |
|   |   | Basic Application of Skills and Concepts |   |   |  |  |   |
|   |   | Quarter                                  |   |   |  |  |   |
|   |   | 3, 4                                     |   |   |  |  |   |

| Learning Targets   | Resources                        |                            |  |   | Vocabulary  |
|--|----------------------------------|----------------------------|--|---|---|
| I can use a ruler to measure lengths in halves and fourths of an inch. | EnVision<br>• Topic 16, Lesson 2 | MAFS iReady<br>• Lesson 26 | MFAS (cPalms)<br>• The Teacher's Shoe Part One<br>• Measuring Our Pencils Part One | Thinking Maps<br><a href="#">Flow</a><br><a href="#">Circle</a> | Measurement<br>Inches<br>Halves<br>Fourths<br>Quarters<br>Length<br>Line<br>Plot<br>Horizontal<br>Scale |
| I can show measurement data by creating a line plot.                   | • Topic 16, Lesson 2             |                            |  |   |   |

**FSA Test Information**  
MD & G Category: 35%

|   |   |
|---|---|
| <p><b>Assessment Limits:</b></p> <ul style="list-style-type: none"> <li>Standard rulers may not be used; only special rulers that are marked off in halves or quarters are allowed.</li> <li>Measurements are limited to inches.</li> </ul> | <p><b>Item Types:</b></p> <ul style="list-style-type: none"> <li>Equation Editor</li> <li>GRID</li> <li>Matching Item</li> <li>Multiselect</li> </ul> |
|---|---|

Sample Item

The lengths of several pencils are shown.

| Pencil   | Length (inches) |
|----------|-----------------|
| Pencil 1 | 5 $\frac{1}{2}$ |
| Pencil 2 | 8               |
| Pencil 3 | 6 $\frac{1}{2}$ |
| Pencil 4 | 5               |
| Pencil 5 | 6 $\frac{1}{2}$ |
| Pencil 6 | 8               |

Click in the boxes to create a line plot that shows these data.

| Sample Item  | Item Type       |
|--|-----------------|
| <p>A pencil is shown.</p> <p>What is the length of the pencil to the nearest whole inch?</p>   | Equation Editor |
| <p>A pencil is shown.</p> <p>What is the length of the pencil to the nearest half inch?</p>    | Equation Editor |
| <p>A pencil is shown.</p> <p>What is the length of the pencil to the nearest quarter inch?</p> | Equation Editor |



**DOMAIN: Measurement and Data**

| Cluster   | Standard  | DOK                    | Learning Progression of Standard   |  |  |   |   |
|---|---|------------------------|--|--|--|---|---|
| <b>MAFS.3.MD.3:</b><br><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b> | <b>MAFS.3.MD.3.5:</b><br>Recognize area as an attribute of plane figures and understand concepts of area measurement.<br>a. A square with side length 1 unit, called a unit square, is said to have one square unit of area, and can be used to measure area.<br>b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units. | <b>1</b><br><br>Recall | <b>Grade K:</b><br>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | <b>Grade 1:</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | <b>Grade 2:</b><br>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | <b>Grade 4:</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees. | <b>Grade 5:</b><br>Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |
|   |   | <b>Quarter</b>         |  |  |  |   |   |
|   |   | <b>3, 4</b>            |  |  |  |   |   |

| Learning Targets   | Resources  |   |   |                        | Vocabulary                             |
|--|--|---|---|------------------------|--|
| I can measure the area of a plane figure in square units.  | <b>EnVision</b>  | <b>MAFS iReady</b>  | <b>MFAS (cPalms)</b>  | <b>Thinking Maps</b>   | Plane<br>Figure<br>Area<br>Square unit |
|  | <ul style="list-style-type: none"> <li>• Topic 14, Lesson 1</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson 27</li> </ul> | <ul style="list-style-type: none"> <li>• Unit Square</li> </ul> | <a href="#">Bridge</a> |  |
| I can use square units to cover the space inside a plane figure without leaving gaps or overlapping. |  |   |   |                        |  |

|   |  |  |
|---|--|--|
| <b>FSA Test Information</b><br><br>MD & G Category: 35% | <b>Item Types:</b> <ul style="list-style-type: none"> <li>• Equation Editor</li> <li>• Multiple Choice</li> <li>• Multiselect</li> </ul> | This standard is assessed with<br><b>MAFS.3.MD.3.7</b> |
|---|--|--|

|   |
|---|
| <b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>• Items may include plane figures that can be covered by unit squares.</li> <li>• Items may not include exponential notation for unit abbreviations (e.g., "cm<sup>2</sup>").</li> </ul> |
|---|

| Sample Item   | Item Type       |
|---|-----------------|
| Alaysia counts all the tiles on her floor.<br>What measurement does Alaysia find by counting all the floor tiles?<br><br>Ⓐ the cost of one tile<br>Ⓑ the width of one tile<br>Ⓒ the area of the floor<br>Ⓓ the perimeter of the floor | Multiple Choice |

**DOMAIN: Measurement and Data**

| Cluster   | Standard  | DOK                    | Learning Progression of Standard  |  |   |  |   |
|---|---|------------------------|---|--|---|--|---|
| <b>MAFS.3.MD.3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b> | <b>MAFS.3.MD.3.6:</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). | <b>1</b><br><br>Recall | <b>Grade K:</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | <b>Grade 1:</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | <b>Grade 2:</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | <b>Grade 4:</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | <b>Grade 5:</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. |
|   |   | <b>Quarter</b>         |   |  |   |  |   |
|   |   | <b>3, 4</b>            |   |  |   |  |   |

| Learning Targets   | Resources                               |                                   |   |  | Vocabulary   |
|--|---|-----------------------------------|---|--|--|
| I can measure the area of a figure by counting the unit squares. | <b>EnVision</b><br>• Topic 14, Lesson 1 | <b>MAFS iReady</b><br>• Lesson 27 | <b>MFAS (cPalms)</b><br>• Dawn's Vegetable Garden | <b>Thinking Maps</b><br><a href="#">Bridge</a> | Area<br>Square unit<br>Square centimeter<br>Square meter<br>Square inch<br>Square foot<br>Figure |

|   |  |   |   |                          |
|---|--|---|---|--------------------------|
| <b>FSA Test Information</b><br><br>MD & G Category: 35% | <b>Item Types:</b> <ul style="list-style-type: none"> <li>Equation Editor</li> <li>Multiple Choice</li> <li>Multiselect</li> </ul> | This standard is assessed with <b>MAFS.3.MD.3.7</b> | <b>Sample Item</b><br>The area of Alex's floor is 30 square feet. Select all the floors that could be Alex's. | Item Type<br>Multiselect |
|---|--|---|---|--------------------------|

**Assessment Limits:**

- Items may include plane figures that can be covered by unit squares.
- Items may not include exponential notation for unit abbreviations (e.g., "cm<sup>2</sup>").

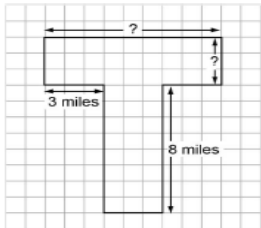
| Sample Item  | Item Type       |
|--|-----------------|
| Alex put the tiles shown on his floor. <p>What is the area, in square feet, of Alex's floor?</p> | Equation Editor |

| Sample Item   | Item Type   |
|---|-------------|
| The area of Alex's floor is 30 square feet. Select all the floors that could be Alex's. | Multiselect |

**DOMAIN: Measurement and Data**

| Cluster   | Standard   | DOK  | Learning Progression of Standard   |   |  |   |   |
|---|--|--|--|---|--|---|---|
| <b>MAFS.3.MD.3: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b> | <b>MAFS.3.MD.3.7:</b><br>Relate area to the operations of multiplication and addition.<br>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.<br>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.<br>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.<br>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. | <b>3</b><br><br>Strategic Thinking & Complex Reasoning | <b>Grade K:</b><br>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | <b>Grade 1:</b><br>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. | <b>Grade 2:</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | <b>Grade 4:</b> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | <b>Grade 5:</b><br>Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |
|   |  | <b>Quarter</b>   |  |   |  |   |   |
|   |  | <b>3, 4</b>  |  |   |  |   |   |

| Learning Targets  | Resources   |  |   |                                     | Vocabulary  |
|---|---|--|---|-------------------------------------|---|
| I can measure the area of a figure by counting the unit squares.  | <b>EnVision</b><br><ul style="list-style-type: none"> <li>Topic 14, Lesson 4</li> </ul> | <b>MAFS iReady</b><br><ul style="list-style-type: none"> <li>Lesson 28</li> <li>Lesson 29</li> </ul> | <b>MFAS (cPalms)</b><br><ul style="list-style-type: none"> <li>Cover Me</li> </ul>                | <b>Thinking Maps</b><br>Bridge Flow | Multiplication<br>Product area<br>Rectangle<br>Side length<br>Area<br>Model tiling<br>Distributive property of multiplication<br>Decompose<br>Non-overlapping |
| I can find the area of a rectangle by multiplying the side lengths.   | <ul style="list-style-type: none"> <li>Topic 14, Lesson 5</li> </ul>                    |  | <ul style="list-style-type: none"> <li>Area of a Butterfly Garden</li> </ul>                      |                                     |   |
| I can use the area model to represent multiplication problems.  | <ul style="list-style-type: none"> <li>Topic 14, Lesson 5</li> </ul>                    |  |   |                                     |   |
| I can use the area model to show the distributive property.   | <ul style="list-style-type: none"> <li>Topic 14, Lesson 5</li> </ul>                    |  | <ul style="list-style-type: none"> <li>Using Arrays to Model the Distributive Property</li> </ul> |                                     |   |
| I can break apart a rectangle into smaller rectangles and add their areas to find the area of the entire rectangle. | <ul style="list-style-type: none"> <li>Topic 14, Lesson 8</li> </ul>                    |  | <ul style="list-style-type: none"> <li>Recompose Shapes to Find Area</li> </ul>                   |                                     |   |
| I can solve real world problems concerning area.  | <ul style="list-style-type: none"> <li>Topic 14, Lesson 6</li> </ul>                    |  |   |                                     |   |

| FSA Test Information  | Assessment Limits:  | cPalms Remarks/Examples:  | Sample Item  | Item Type       |
|---|---|---|--|-----------------|
| <b>MD &amp; G Category: 35%</b><br><br><b>Item Types:</b> <ul style="list-style-type: none"> <li>Equation Editor</li> <li>GRID</li> <li>Multiple Choice</li> <li>Multiselect</li> </ul> | <ul style="list-style-type: none"> <li>Figures are limited to rectangles and shapes that can be decomposed into rectangles.</li> <li>Dimensions of figures are limited to whole numbers.</li> <li>All values in items may not exceed whole number multiplication facts of <math>10 \times 10</math>.</li> </ul> | <b>Examples of Opportunities for In-Depth Focus</b><br><br>Area is a major concept within measurement, and area models must function as a support for multiplicative reasoning in grade 3 and beyond. | A park is shown.<br> <p>What is the area, in square miles, of the park?</p> | Equation Editor |

**DOMAIN: Measurement and Data**

| Cluster   | Standard  | DOK                                      | Learning Progression of Standard  |   |   |  |   |
|---|---|--|---|---|---|--|---|
| <b>MAFS.3.MD.4:</b><br><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i> | <b>MAFS.3.MD.4.8:</b><br>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | 2  | Grade K: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | Grade 1: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | Grade 2: Estimate lengths using units of inches, feet, centimeters, and meters. | Grade 4: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | Grade 5: Recognize volume as an attribute of solid figures and understand concepts of volume measurement. |
|   |   | Basic Application of Skills and Concepts |   |   |   |  |   |
|   |   | Quarter                                  |   |   |   |  |   |
|   |   | 3, 4                                     |   |   |   |  |   |

| Learning Targets  | Resources            |             |  |               | Vocabulary  |
|---|----------------------|-------------|--|---------------|---|
| I can solve real world problems using perimeters of polygons.           | EnVision             | MAFS iReady | MFAS (cPalms)                                | Thinking Maps | Polygon<br>Rectangle<br>Area<br>Perimeter<br>Side<br>Length |
| I can find unknown side lengths and the perimeter of polygons.          | • Topic 13, Lesson 1 | • Lesson 30 | • Perimeter of Polygons with all Sides Known |               |   |
| I can show rectangles that have the same area but different perimeters. | • Topic 13, Lesson 3 |             | • What is the Missing Links?                 |               |   |
| I can show rectangles that have the same perimeter but different areas. | • Topic 13, Lesson 4 |             | • Find all the Possible Rectangles           |               |   |
|   | • Topic 13, Lesson 4 |             | • Rectangles with the Same Perimeter         |               |   |

**FSA Test Information**

**MD & G Category: 35%**

**Assessment Limits:**

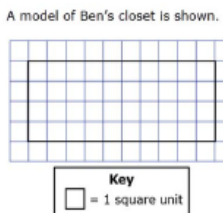
- Only polygons that can be tiled with square units are allowable.
- Dimensions of figures are limited to whole numbers.
- All values in items may not exceed whole number multiplication facts of 10 x 10.
- Items are not required to have a graphic, but sufficient dimension information must be given.

**Item Types:**

- Equation Editor
- GRID
- Multiple Choice
- Multiselect

**Sample Item**

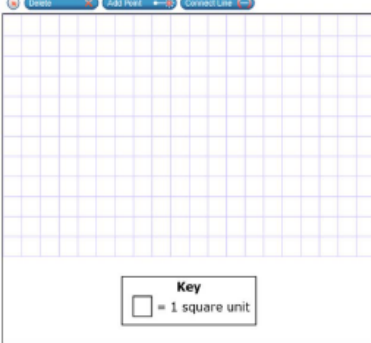
A model of Ben's closet is shown.



**Key**  
□ = 1 square unit

Use the Connect Line tool to draw a rectangle with the same area as Ben's closet but with a different perimeter.

**Item Type**  
GRID



**Key**  
□ = 1 square unit

| Sample Item  | Item Type       |
|--|-----------------|
| Ben is planning a garden. Which measurement describes the perimeter of his garden?<br>A. the length of fence he will need<br>B. the amount of soil he will need<br>C. the number of seeds he will buy<br>D. the length of the garden multiplied by the width | Multiple Choice |
| Ben's garden has a perimeter of 32 feet. Draw a rectangle that could represent the garden.   | GRID            |
| Ben has a rectangular garden with side lengths of 2 feet and 5 feet. What is the perimeter, in feet, of Ben's garden?  | Equation Editor |
| Ben wants to create a rectangular garden with an area less than 40 square feet. He has 30 feet of fencing. Draw a rectangle that could represent Ben's garden.   | GRID            |





**DOMAIN: Geometry**

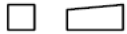
| Cluster  | Standard  | DOK  | Learning Progression of Standard   |  |  |  |  |
|--|---|--|--|--|--|--|--|
| MAFS.3.G.1:<br><i>Reason with shapes and their attributes.</i> | MAFS.3.G.1.1:<br>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | 2<br>Basic<br>Application<br>of Skills and<br>Concepts | Grade K:<br>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. | Grade 1:<br>Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. | Grade 2: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. | Grade 4:<br>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | Grade 5:<br>Classify two-dimensional figures in a hierarchy based on properties. |
|  |   | Quarter  |  |  |  |  |  |
|  |   | 3, 4   |  |  |  |  |  |

| Learning Targets   | Resources                                    |  |   |   | Vocabulary  |
|--|--|--|---|---|---|
| I can identify common attributes between shapes.                         | <b>EnVision</b><br>• Topic 11, Lesson 1      | <b>MAFS iReady</b><br>• Lesson 31<br>• Lesson 32 | <b>MFAS (cPalms)</b><br>• Identifying Quadrilaterals Part One<br>• Identifying Quadrilaterals Part One and Part Two<br>• Identifying Polygons<br><br>• Drawing Quadrilaterals | <b>Thinking Maps</b><br><u>Brace:</u><br>For each shape. Shape as whole. Properties as parts. Tree: Sub category is each shape. Members of the categories are the properties. | Quadrilateral<br><br>Rectangle<br><br>Rhombus<br><br>Square<br><br>Category<br><br>Subcategory<br><br>Attribute |
| I can use common attributes among shapes to define a larger group.       | • Topic 11, Lesson 3                         |  |   |   |   |
| I can identify rhombuses, rectangles, and squares as quadrilaterals.     | • Topic 11, Lesson 5                         |  |   |   |   |
| I can draw a quadrilateral that is NOT a rhombus, rectangle or a square. | • Topic 11, Lesson 6<br>• Topic 11, Lesson 7 |  |   |   |   |

**FSA Test Information**  
MD & G Category: 35%


**Assessment Limits:**

- Shapes may include two-dimensional shapes and the following quadrilaterals: rhombus, rectangle, square, parallelogram, and trapezoid.
- Items may reference and/or rely on the following attributes: number of sides, number of angles, whether the shape has a right angle, whether the sides are the same length, and whether the sides are straight lines.
- Items may not use the terms "parallel" or "perpendicular."

| Sample Item   | Item Types  |
|---|-------------|
| A square and a trapezoid are shown below.<br><br>Which attributes do these shapes always have in common?<br><input type="checkbox"/> number of sides<br><input type="checkbox"/> side lengths<br><input type="checkbox"/> angle measures<br><input type="checkbox"/> right angles<br><input type="checkbox"/> number of angles | Multiselect |
| Select the shapes that are always quadrilaterals and not rectangles.<br><input type="checkbox"/> rhombus<br><input type="checkbox"/> parallelogram<br><input type="checkbox"/> triangle<br><input type="checkbox"/> trapezoid<br><input type="checkbox"/> square  | Multiselect |
| Draw a quadrilateral that is not a rectangle.   | GRID        |

**Item Types:**

- GRID
- Matching Item
- Multiple Choice
- Multiselect
- Open Response

| Sample Item   | Item Type       |
|---|-----------------|
| Draw a quadrilateral that has one right angle and 2 sides of the same length.   | GRID            |
| What is the name of a shape that is a quadrilateral but not a rectangle?<br>A. hexagon<br>B. parallelogram<br>C. square<br>D. triangle  | Multiple Choice |
| A set of shapes is shown.<br><br>Describe the geometric attributes that all the shapes have in common. | Open Response   |



**DOMAIN: Geometry**

| Cluster   | Standard  | DOK   | Learning Progression of Standard  |  |  |  |   |
|---|---|---|---|--|--|--|---|
| <b>MAFS.3.G.1: Reason with shapes and their attributes.</b> | <b>MAFS.3.G.1.2:</b><br>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. | <b>1</b><br><br>Recall  | <b>Grade K:</b><br>Compose simple shapes to form larger shapes.                     | <b>Grade 1:</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | <b>Grade 2:</b><br>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  | <b>Grade 4:</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | <b>Grade 5:</b><br>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. |
|   |   | <b>Quarter</b>  |   |  |  |  |   |
|   |   | <b>3, 4</b>   |   |  |  |  |   |
| Learning Targets  |   | Resources   |   |  |  | Vocabulary   |   |
| I can partition shapes into parts with equal areas.         |   | <b>EnVision</b><br><ul style="list-style-type: none"> <li>• Topic 14, Lesson 9</li> </ul> | <b>MAFS iReady</b><br><ul style="list-style-type: none"> <li>• Lesson 33</li> </ul> | <b>MFAS (cPalms)</b><br><ul style="list-style-type: none"> <li>• Two Equal Parts</li> </ul>  | <b>Thinking Maps</b><br><u>Bridge:</u><br>Top line would be a drawing of the shape with a fraction colored. Bottom would be the actual fraction in standard form. Relating Factor is as a fraction would be. | Partition<br><br>Unit<br><br>Fraction<br><br>Area  |   |
| I can express the area of each part as a fraction.          |   | <ul style="list-style-type: none"> <li>• Topic 14, Lesson 9</li> </ul>                    |   | <ul style="list-style-type: none"> <li>• Two Equal Parts</li> <li>• Four Parts of the Whole</li> <li>• Unit Fractions</li> </ul>   |  |  |   |

Standard not assessed

| <b>CCPS Science Grade 3 Curriculum Guide Course Code - 5020040</b>   |   |  |  |  |
|--|---|--|--|--|
| Please click here to open the course description and course standards on CPALMS.<br><a href="#">Course Number: 5020040</a> | <b>Quarter 1</b><br><b>August –October</b><br><b>(45 Sessions)</b>  | <b>Quarter 2</b><br><b>October-December</b><br><b>(45 Sessions)</b>  | <b>Quarter 3</b><br><b>January – March</b><br><b>(45 Sessions)</b>   | <b>Quarter 4</b><br><b>March – May</b><br><b>(45 Sessions)</b>   |
| <b>Textbook:</b><br>National Geographic  | <b>Life Science</b><br>Chapters 1,2, & 3  | <b>Earth Science</b><br>Chapters 4 & 5   | <b>Physical Science</b><br>Chapters 6 & 7  | <b>Physical Science</b><br>Chapters 8 & 9  |
| <b>Big Ideas</b>   | #1: The Practice of Science<br>#3: The Role of Theories, Laws, and Models<br>#14: Organization and Development of Living Organisms<br>#15: Diversity & Evolution of Living Organisms<br>#17: Interdependence  | #1: The Practice of Science<br>#3: The Role of Theories, Laws, and Models<br># 5: Earth in Space & Time  | #1: The Practice of Science<br>#3: The Role of Theories, Laws, and Models<br>#8: Properties of Matter<br>#9: Changes in Matter   | #1: The Practice of Science<br>#3: The Role of Theories, Laws, and Models<br>#6: Earth Structures<br>#10: Forms of Energy<br>#11: Energy Transfer & Transformations  |
| <b>Learning Goal</b><br><i>(I can statement)</i>   | <b>Chapter 1</b><br><i>I can</i> classify flowering and non-flowering plants.<br><i>I can</i> recognize that plants use energy from the sun, air, and water to make food.<br><i>I can</i> investigate and describe how plants respond to stimuli based on light and gravity.<br><i>I can</i> describe structures in plants and their roles in food production, support, water, and nutrient transport, and reproduction.<br><b>Chapter 2</b><br><i>I can</i> classify animals in major groups according to their physical characteristics and behaviors.<br><b>Chapter 3</b><br><i>I can</i> describe how animals and plants respond to changing seasons. | <b>Chapter 4</b><br><i>I can</i> demonstrate that radiant energy from the sun can heat objects and when the sun is not present, heat may be lost.<br><i>I can</i> explore the law of gravity by demonstrating that gravity is a force that <i>can be overcome</i> .<br><i>I can</i> recognize that the sun appears large and bright because it’s the closest star to Earth.<br><br><i>I can</i> identify that the sun is a star that emits energy; some of it in the form of light.<br><i>I can</i> explain that stars can be different; some are smaller, larger, and brighter.<br><b>Chapter 5</b> | <b>Chapter 6</b><br><i>I can</i> compare materials and objects, according to properties such as size, shape, color, texture, and hardness.<br><i>I can</i> measure and compare the mass and volume of solids and liquids.<br><i>I can</i> measure and compare temperatures of various samples of solids and liquids.<br><br><b>Chapter 7</b><br><i>I can</i> describe the change water undergoes when it changes state through heating and cooling such as | Chapter 8<br><i>I can</i> investigate, observe, and explain that heat is produced when one object rubs against another.<br><i>I can</i> investigate, observe, and explain that things that give off light often give off heat.<br><i>I can</i> recognize that energy has the ability to cause motion and create change.<br><br><i>I can</i> identify basic forms of energy such as light, heat, sound, electrical, and mechanical.<br><b>Chapter 9</b> |





|   |   |   |   |                          |   |                          |  |   |
|---|---|---|---|--------------------------|---|--------------------------|--|---|
|   |   |   | <i>I can</i> investigate that the number of stars that can be seen through telescopes is dramatically greater than seeing with the unaided eye.   |                          | melting, freezing, boiling, evaporation, and condensation.  |                          | <i>I can</i> investigate, observe, and explain that things that give off light often give off heat.<br><i>I can</i> demonstrate that light can be reflected, refracted, and absorbed.<br><i>I can</i> demonstrate that light travels in a straight line until it strikes an object.  |   |
| <b>Florida Standard(s)</b>  | SC.3.L.14.1<br>SC.3.L.14.2<br>SC.3.L.15.1   | SC.3.L.15.2<br>SC.3.L.17.1<br>SC.3.L.17.2 | SC.3.E.5.1<br>SC.3.E.5.2<br>SC.3.E.5.3  | SC.3.E.5.4<br>SC.3.E.5.5 | SC.3.P.8.1<br>SC.3.P.8.2  | SC.3.P.8.3<br>SC.3.P.9.1 | SC.3.E.6.1<br>SC.3.P.10.1<br>SC.3.P.10.2<br>SC.3.P.10.3  | SC.3.P.10.4<br>SC.3.P.11.1<br>SC.3.P.11.2 |
| <b>Topic/Lesson</b><br>(Nature of Science is taught all through the year) | Wk. 1-3: Ch. 1<br>Wk. 4-6: Ch. 2<br>Wk. 7-9: Ch. 3<br>Teach Big Idea 1 and 3  |   | Wk. 1-4: Ch. 4<br>Wk. 5-9: Ch. 5<br>*Review Big Idea 1 and 3  |                          | Wk. 1-4: Ch. 6<br>Wk. 5-9: Ch. 7<br>*Review Big Idea 1 and 3  |                          | Wk. 1-4: Ch. 8<br>Wk. 5-9: Ch. 9<br>*Review Big Idea 1 and 3   |   |
| <b>Suggested Activities</b><br>(AIMS, Labs, TOPs, etc.)                   | AIMS<br>Big Idea 1<br>Water in Apples<br>A Cool as a Cucumber<br>Reflecting on Light<br>Lights Rays Slow Down<br>Light Hot<br>Curly Cue<br>Ruler Ramps<br>Big Idea 3<br>What's the Evidence<br>Energy Match Up<br>Light Essentials<br>Heat<br>Critters<br>Migration and Hibernation<br>Season Cycles<br>Bunches of Bats<br>Experiments from Nat Geo Book<br>Investigate Plants and Gravity TE T5e<br>Investigate Plant Parts TE 31a<br>Investigate Animal Classification TE T45i<br>Investigate Arthropods<br>TE 69a<br>Investigate Temperature and Seed Sprouting<br>TE 103a |   | AIMS<br>Planetary Facts<br>Weight in Space<br>Phone Home<br>Out of this world<br>Constellation Creations<br>Experiments from Nat Geo Book<br>Investigate Energy from The Sun TE 121e<br>Investigate Gravity TE 139e<br>Investigate Light Brightness TE 153e<br>Investigate Lenses TE 171a |                          | AIMS<br>Property flip<br>Exploratory Surgery<br>"Eggsploring" Attributes<br>Evening out Temperatures<br>From State to State<br>Frosty Forms<br>Little Shavers<br>Koot Kups<br>Chilly Changes<br>Experiments from Nat Geo Book<br>Investigate Properties of Objects TE 189e<br>Investigate Volume and Mass TE 207a<br>Investigate Temperature and Water TE 221e<br>Investigate Temperature TE 239e |                          | AIMS<br>Energy Match up<br>Sounds<br>Salt Dances<br>Ruler Ramps<br>Light Essentials<br>Heat<br>Curly Cue<br>The art of change<br>Flashlight findings<br>Hot Stuff<br>Prism Power<br>Rainbow rounds<br>Experiments from Nat Geo Book<br>Investigate Energy of Motion TE 253e<br>Investigate Motion TE 279a<br>Investigate Light and Heat TE 293e<br>Investigate Light and Objects TE 311a |   |



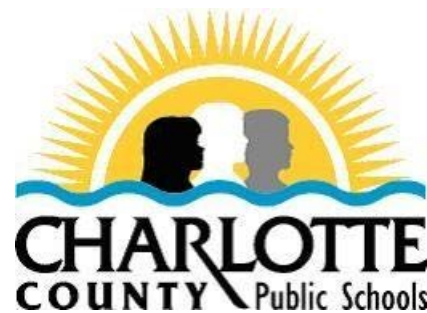
|                             |  |  |   |   |  |   |   |
|-----------------------------|--|--|---|---|--|---|---|
| <b>Vocabulary</b>           | <b>Chapter 1</b><br>Organism<br>Environment<br>Reproduce<br>Pollen<br>Spore<br><b>Chapter 2</b><br>Classify<br>Backbone Vertebrate | Invertebrate<br><b>Chapter 3</b><br>Season<br>Deciduous<br>Evergreen<br>Hibernate<br>migrate | <b>Chapter 4</b><br>Sun<br>Energy<br>Light<br>Transform<br>Temperature<br>Gravity | <b>Chapter 5</b><br>Star<br>Property<br>Brightness<br>Telescope | <b>Chapter 7</b><br>Condensation<br>Evaporation<br>Gas<br>Liquid<br>States of matter | <b>Chapter 8</b><br>Energy<br>Mechanical energy<br>Sound<br>Electricity<br>Heat | <b>Chapter 9</b><br>Light<br>Reflection<br>Refraction<br>absorption |
| <b>Suggested Assessment</b> | Nat Geo Assessments Chapter 1,2,3, and Benchmark Test (1-3)  |  | Nat Geo Assessments Chapter 4,5, and Benchmark Test (4-5)                         |   | Nat Geo Assessments Chapter 6,7  |   | Nat Geo Assessments Chapter 8,9 and Benchmark Test (6,7,8,9)        |

Revised 2015-16

# Curriculum Map & Pacing Guide

## Grade Three Social Studies – 5021050

### Regular School Calendar



### Contents:

- **Grade Three Social Studies Course Description**
- **Grade Three Social Studies Curriculum Map**
- **Grade Three Social Studies Pacing Guide**
- **Grade Three Social Studies Standards and Benchmarks**

**Revised ~ November 2015**

*Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.*



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This course description defines what students should understand and be able to do by the end of Grade 3.

**Third Grade: The United States Regions and Its Neighbors** - The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our county and its neighbors.

**Mathematics Benchmark Guidance** - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

#### **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.



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### Regular School Calendar

|  | Quarter 1   | Quarter 2   | Quarter 3  | Quarter 4   |
|--|---|---|--|---|
| <b>Unit(s)</b>   | Unit 1: The Geography of North America and the Caribbean  | Unit 2: Celebrating Culture   | Unit 3: Economics  | Unit 4: Government and Civics   |
| <b>Big Idea(s)</b>   | Location affects where people live.   | Culture influences the way people live.   | Economics affects people.  | Rules provide order.  |
| <b>Social Studies Next Generation Sunshine State Standards (NGSSS)</b> | <p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.1</a> Analyze primary and secondary sources.</li> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> <li>• <a href="#">SS.3.G.1.1</a> Use thematic maps, tables, charts, graphs and photos to analyze geographic information.</li> <li>• <a href="#">SS.3.G.1.2</a> Review basic map elements.</li> <li>• <a href="#">SS.3.G.1.3</a> Label the continents and oceans on a world map.</li> </ul> | <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.1</a> Analyze primary and secondary sources.</li> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> <li>• <a href="#">SS.3.G.1.1</a> Use thematic maps, tables, charts, graphs and photos to analyze geographic information.</li> <li>• <a href="#">SS.3.G.4.1</a> Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</li> <li>• <a href="#">SS.3.G.4.2</a> Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</li> </ul> | <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> <li>• <a href="#">SS.3.E.1.1</a> Give examples of how scarcity results in trade.</li> <li>• <a href="#">SS.3.E.1.3</a> Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</li> <li>• <a href="#">SS.3.G.1.1</a> Use thematic maps, tables, charts, graphs and photos to analyze geographic information.</li> <li>• <a href="#">SS.3.E.1.2</a> List the characteristics of money.</li> </ul> | <p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.3</a> Determine terms related to the social sciences.</li> <li>• <a href="#">SS.3.C.1.1</a> Explain the purpose and need for government.</li> <li>• <a href="#">SS.3.C.1.2</a> Describe how government gains its power from the people.</li> <li>• <a href="#">SS.3.C.1.3</a> Explain how government was established through a written Constitution.</li> <li>• <a href="#">SS.3.C.2.1</a> Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues.</li> </ul> |



## Grade 3 Social Studies – 5021050

### Regular School Calendar

|  |  |   |  |  |
|--|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>• <a href="#">SS.3.G.1.4</a> Name and identify the purpose of maps (physical, political, elevation, population).</li> <li>• <a href="#">SS.3.G.1.5</a> Compare maps and globes to develop an understanding of the concept distortion.</li> <li>• <a href="#">SS.3.G.1.6</a> Use maps to identify different types of scale to measure distances between two places.</li> <li>• <a href="#">SS.3.G.2.1</a> Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</li> <li>• <a href="#">SS.3.G.2.2</a> Identify the five regions of the United States (Northeast, Southeast, Midwest, Southwest, and West).</li> <li>• <a href="#">SS.3.G.2.3</a> Label the states in each of the five regions in the United States.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">SS.3.G.4.4</a> Identify contributions from various ethnic groups to the United States.</li> <li>• <a href="#">SS.3.G.2.6</a> Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</li> <li>• <a href="#">SS.3.G.4.3</a> Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">SS.3.E.1.4</a> Distinguish between currencies used in the United States, Canada, Mexico and the Caribbean.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">SS.3.C.3.1</a> Identify the levels of government (local, state, and federal).</li> <li>• <a href="#">SS.3.C.3.2</a> Describe how government is organized at the local level.</li> <li>• <a href="#">SS.3.C.3.3</a> Recognize that every state has a state constitution.</li> <li>• <a href="#">SS.3.C.3.4</a> Recognize that the Constitution of the United States is the supreme law of the land.</li> <li>• <a href="#">HE.3.C.2.4</a> Identify classroom and school rules that promote health and disease prevention.</li> </ul> |
|--|--|---|--|--|



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|  |   |   |  |  |
|--|---|---|--|--|
|  | <ul style="list-style-type: none"> <li>• <a href="#">SS.3.G.2.4</a> Describe the physical features of the United States, Canada, Mexico and the Caribbean.</li> <li>• <a href="#">SS.3.G.2.5</a> Identify natural and man-made land marks in the United States, Canada and the Caribbean.</li> <li>• <a href="#">SS.3.G.3.1</a> Describe the climate and vegetation in the United States, Canada and the Caribbean.</li> <li>• <a href="#">SS.3.G.3.2</a> Describe the natural resources in United States, Canada and the Caribbean.</li> </ul> |   |  |  |
| <b>Student Friendly Learning Goal(s)</b> | <p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain why it is important to know about where we live.</li> <li>• Lesson 2: define and identify a region using a map.</li> <li>• Lesson 3-5: describe how places are unique and different.</li> </ul>   | <p><b>Unit 2: Celebrating Culture</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain how environment affects a culture.</li> <li>• Lesson 2-5: explain how diversity influences culture.</li> </ul> | <p><b>Unit 3: Economics</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain how people interact.</li> <li>• Lesson 2: explain how scarcity affects trade.</li> <li>• Lesson 3: explain why money is important.</li> </ul> | <p><b>Unit 4: Government and Civics</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Lesson 1: explain why government is important.</li> <li>• Lesson 2-3: explain how people are governed.</li> <li>• Lesson 4: explain how people affect communities.</li> </ul> |

## Grade 3 Social Studies – 5021050

### Regular School Calendar

|                     |   |   |   |  |
|---------------------|---|---|---|--|
| <b>Vocabulary</b>   | <p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Lesson 1: geography, *model, distortion, continent, landform, elevation</li> <li>Lesson 2: region, climate, vegetation, *label, phosphate</li> <li>Lesson 3: *locate, tundra, arable land</li> <li>Lesson 4: plateau, peninsula, rid, *recall</li> <li>Lesson 5: satellite image, humidity, maritime, *pattern</li> </ul> <p>*denotes academic vocabulary</p> | <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>Lesson 1: culture, history, agriculture, *frame</li> <li>Lesson 2: diversity, contribution, *observe</li> <li>Lesson 3: bilingual, cuisine, *style</li> <li>Lesson 4: civilization, generation, tradition, *compare</li> <li>Lesson 5: heritage, *include, recreation</li> </ul> <p>*denotes academic vocabulary</p>           | <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>Lesson 1: economics, *consider, buyer, seller, exchange</li> <li>Lesson 2: demand, supply, scarcity, *product, trade</li> <li>Lesson 3: characteristic, *feature, currency, symbol</li> </ul> <p>*denotes academic vocabulary</p>  | <p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>Lesson 1: government, representative, democracy, *establish</li> <li>Lesson 2: Constitution, *entire, President, supreme, governor, mayor</li> <li>Lesson 3: citizens, *method, council, legislative branch, executive branch, judicial branch</li> <li>Lesson 4: civility, *conduct, volunteer, cooperation, civic virtue</li> </ul> <p>*denotes academic vocabulary</p> |
| <b>Text Support</b> | <p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 1 – The Geography of North America and the Caribbean;</li> <li>World Atlas;</li> </ul>   | <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 2 – Celebrating Culture;</li> <li>World Atlas;</li> <li><a href="#">How Many Days to America? by Eve Bunting</a> (YouTube read aloud); and,</li> <li><a href="#">M Is For Maple: A Canadian Alphabet by M. Ulmer</a> (YouTube read aloud).</li> </ul> | <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 3 – Economics;</li> <li><a href="#">The History of Money by the Federal Reserve Bank of Dallas</a>; and,</li> <li><a href="#">Children Book Review: One Cent, Two Cents, Old Cent, New Cents: All About Money</a> (YouTube video).</li> </ul> | <p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>McGraw-Hill's <i>The United States: It's Regions and Neighbors</i>: Unit 4 – Government and Civics;</li> <li>Citizenship Ancillary;</li> <li><a href="#">We the Kids: The Preamble to the Constitution of the United States by David Catrow</a> (YouTube read aloud); and,</li> <li><a href="#">Mayor for a Day by Carl Sommer</a> (YouTube read aloud).</li> </ul>       |





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|                              |   |  |  |  |
|------------------------------|---|--|--|--|
|                              | <ul style="list-style-type: none"> <li>• <a href="#">The Scrambled States of America</a> by Laurie Keller (YouTube read aloud);</li> <li>• <a href="#">Maps and Globes</a> by Jack Knowlton (YouTube read aloud); and,</li> <li>• <a href="#">Follow that Map! A First Book of Mapping Skills</a> by Scot Ritchie (YouTube book trailer).</li> </ul>  |  |  |  |
| <b>Activities/ Resources</b> | <p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Great American Inventors: Using Nonfiction to Learn About Technology Inventions</a>;</li> <li>• CPALMS: <a href="#">Escaping Slavery: Sweet Clara and the Freedom Quilt</a>;</li> <li>• CPALMS <a href="#">Mapping My Way Around School</a>;</li> <li>• CPALMS <a href="#">Rocking through the Regions (of the United States)</a>;</li> <li>• CPALMS <a href="#">Landmark Main Idea</a>;</li> <li>• Nystrom Geography Cart;</li> <li>• <a href="#">Scrambled States of America Lesson Plans</a>;</li> </ul> | <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Great American Inventors: Using Nonfiction to Learn About Technology Inventions</a>;</li> <li>• CPALMS: <a href="#">Escaping Slavery: Sweet Clara and the Freedom Quilt</a>;</li> <li>• <a href="#">How Many Days to America? A Thanksgiving Story Lesson Plan</a>;</li> <li>• <a href="#">M is For Maple: A Canadian Alphabet Teacher's Guide</a>;</li> <li>• <a href="#">What's In A Name? Family Surnames</a>;</li> <li>• <a href="#">Celebrate Your Heritage: My Family Tree</a>;</li> <li>• <a href="#">Where I Come From: My Family Heritage</a>;</li> <li>• <a href="#">An Introduction to Primary Sources</a>;</li> </ul> | <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• Order form for free student consumable copies of <a href="#">Money</a> from the Federal Reserve Bank of Dallas;</li> <li>• <a href="#">One Cent, Two Cents, Old Cent, New Cents Lesson Plan</a>;</li> <li>• <a href="#">An Economy at Work</a>;</li> <li>• <a href="#">Goods or Services?</a></li> <li>• <a href="#">Money Tells a Story: Frida Kahlo</a>;</li> <li>• <a href="#">United Streaming Video: Economics: The Production, Distribution and Consumption of Goods and Services: Consuming</a>;</li> <li>• <a href="#">United Streaming Video: Economics: The Production, Distribution and Consumption of Goods and Services: Resources</a>;</li> </ul> | <p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Our United States Government: What's the Main Idea?</a>;</li> <li>• CPALMS: <a href="#">National Symbols</a>;</li> <li>• CPALMS: <a href="#">Take a Stand</a>;</li> <li>• CPALMS MEA: <a href="#">Kites for Education MEA</a>;</li> <li>• <a href="#">Kids Explain the 3 Levels of Government Video</a>;</li> <li>• <a href="#">Local Government Worksheet</a>;</li> <li>• <a href="#">Illustrate the Bill of Rights worksheet</a>;</li> <li>• <a href="#">The Declaration of Independence</a>;</li> <li>• <a href="#">U.S. Government worksheet</a>;</li> <li>• <a href="#">The Constitution worksheet</a>;</li> <li>• <a href="#">The History of the American Flag</a>;</li> <li>• <a href="#">The Three Branches of Government</a>;</li> </ul> |



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### Regular School Calendar

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|                      | <ul style="list-style-type: none"> <li>• <a href="#">Seven Continents Song for Children (YouTube video)</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <a href="#">United Streaming Video: Diversity Elementary: Culture and Ethnicity</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">United Streaming Video: How our Economy Works All About Earning and Spending Money</a>;</li> <li>• <a href="#">United Streaming Video: Understanding Economics; Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">The First Amendment: What's Fair in a Free Country?</a>;</li> <li>• <a href="#">Declare the Causes: The Declaration of Independence</a>;</li> <li>• <a href="#">Social Studies PowerPoint</a>;</li> <li>• <a href="#">Ben's Guide to the U.S. Government</a>;</li> <li>• <a href="#">The Good Citizen</a>;</li> <li>• <a href="#">United Streaming Video: Americas at its Best: What it Means to be an American Citizen</a>;</li> <li>• <a href="#">United Streaming Video: Citizenship in the Community</a>;</li> <li>• <a href="#">Interactive Sites for Education</a>;</li> <li>• <a href="#">Discovery Education Videos (United Streaming)</a>; and,</li> <li>• <a href="#">Brain Pop videos</a>.</li> </ul> |
| <b>Thinking Maps</b> | <p style="text-align: center;"><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>• Brace map/Tree map for the regions of U.S;</li> <li>• Tree map for various maps;</li> <li>• Double Bubble for comparing maps and globes;</li> <li>• Tree maps for continents and oceans; and,</li> </ul> | <p style="text-align: center;"><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• Circle map of different cultures; and,</li> <li>• Tree map of different cultures.</li> </ul>  | <p style="text-align: center;"><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• Tree map for characteristics of money;</li> <li>• Tree map to categorize different countries monies; and,</li> <li>• Multi-Flow map for supply and demand.</li> </ul>   | <p style="text-align: center;"><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• Bridge map/Brace map for the branches/jobs in the government.</li> </ul>   |



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|   | <ul style="list-style-type: none"> <li>• Bridge map with relating factor: is my (Florida__(is my)__ State.</li> </ul>  |   |   |  |
| <b>Leveled Readers</b>  | <p><b>Unit 1: The Geography of North America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>John Muir: Father of Our National Parks</i> with Lesson 2, lesson plan on pages T16–T17;</li> <li>• Use the leveled reader <i>Mines Across the World</i> with Lesson 3, lesson plan on pages T19–T20; and,</li> <li>• Leveled reader database from McGraw-Hill and Pearson.</li> </ul> | <p><b>Unit 2: Celebrating Culture</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>Melquiades Martinez</i> with Lesson 2, lesson plan on pages T20–T21;</li> <li>• Use the leveled reader <i>Nunavut: A New Territory</i> with Lesson 3, lesson plan on pages T22–T23; and,</li> <li>• Leveled reader database from McGraw-Hill and Pearson.</li> </ul> | <p><b>Unit 3: Economics</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>Florida Citrus</i> with Lesson 2, lesson plan on pages T24–T25;</li> <li>• Use the leveled reader <i>Frida Kahlo: Great Mexican Artist</i> with Lesson 3, lesson plan on pages T26–T27; and,</li> <li>• Leveled reader database from McGraw-Hill and Pearson.</li> </ul> | <p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• Use the leveled reader <i>Martin Luther King, Jr.: A Man with a Dream</i> with Lesson 1, lesson plan on pages T28–T29;</li> <li>• <i>Rebuilding New Orleans</i> with Lesson 4, lesson plan on pages T30–T31; and,</li> <li>• Leveled reader database from McGraw-Hill and Pearson.</li> </ul>                   |
| <b>Florida Joint Center for Citizenship (FJCC) Civics in a Snap Lessons</b> |  |   |   | <p><b>Unit 4: Government and Civics</b></p> <ul style="list-style-type: none"> <li>• <a href="#">SS.3.C.1.1</a></li> <li>• <a href="#">SS.3.C.1.2</a></li> <li>• <a href="#">SS.3.C.1.3</a></li> <li>• <a href="#">SS.3.C.2.1</a></li> <li>• <a href="#">SS.3.C.3.1</a></li> <li>• <a href="#">SS.3.C.3.2</a></li> <li>• <a href="#">SS.3.C.3.3</a></li> <li>• <a href="#">SS.3.C.3.4</a></li> </ul> |



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### Regular School Calendar

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|   |  |  |  | **You must create an account with your school email to access these lessons.   |
| <b>Assessments</b>                            | <b>Unit 1: The Geography of North America and the Caribbean</b> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Blackline master: Unit 1 Assessment;</li> <li>• Unit 1 Big Idea Project: North American and Caribbean Travelogue; and,</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul> | <b>Unit 2: Celebrating Culture</b> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Blackline master: Unit 2 Assessment;</li> <li>• Unit 2 Big Idea Project: Story Comparing the Countries of North America; and,</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul> | <b>Unit 3: Economics</b> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Blackline master: Unit 3 Assessment;</li> <li>• Unit 3 Big Idea Project: Economic Advertisement; and,</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos.</li> </ul> | <b>Unit 4: Government and Civics</b> <ul style="list-style-type: none"> <li>• <a href="#">Thinking Maps</a>;</li> <li>• Blackline master: Unit 4 Assessment;</li> <li>• Unit 4 Big Idea Project: Class Constitution;</li> <li>• Log in to <a href="#">ConnectEd</a> for interactive whiteboard lessons, worksheets, assessments, content library, skill builders and videos; and,</li> <li>• <a href="#">*Grade 3 District EOYA</a>.</li> </ul> <p>*must log-in to Edline to access EOYA</p> |
| <b>CPALMS</b>                                 | <a href="#">Grade 3 Social Studies 5021050</a>   | <a href="#">Grade 3 Social Studies 5021050</a>   | <a href="#">Grade 3 Social Studies 5021050</a>   | <a href="#">Grade 3 Social Studies 5021050</a>   |
| <b>Language Arts Florida Standards (LAFS)</b> | <b>Unit 1: The Geography of North America and the Caribbean</b><br><br><b>Analyze Visuals</b> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the</li> </ul>  | <b>Unit 2: Celebrating Culture</b><br><br><b>Main Idea and Key Details</b> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.2</a> Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p>   | <b>Unit 3: Economics</b><br><br><b>Compare and Contrast</b> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.9</a> Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p>  | <b>Unit 4: Government and Civics</b><br><br><b>Cause and Effect</b> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains</li> </ul>  |

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|  | <p>words in a text to demonstrate understanding of the text.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.9</a> Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.8</a> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Text Features</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.5</a> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ul> <p style="text-align: center;"><b>Analyze Visuals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</li> </ul> <p style="text-align: center;"><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using</li> </ul> | <p>to time, sequence, and cause/effect.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.4</a> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> </ul> <p style="text-align: center;"><b>Ask and Answer Questions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.1.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</li> </ul> <p style="text-align: center;"><b>Analyze Visuals</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</li> </ul> <p style="text-align: center;"><b>Point of View</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.2.6</a> Distinguish their own point of view from that of the author of a text.</li> </ul> |
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|   |   |   | <p>language that pertains to time, sequence, and cause/effect.</p> <p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.RI.3.8</a> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> </ul>                                   |   |
| <b>English Language Development Standards (ELD)</b> | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">ELD.K12.ELL.SI.1</a> English language learners communicate for social and instructional purposes within the school setting.</li> <li>• <a href="#">ELD.K12.ELL.SS.1</a> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</li> </ul> |
| <b>Benchmarks addressed all year</b>                | <ul style="list-style-type: none"> <li>• <a href="#">SS.3.A.1.2</a> Utilize technology resources to gather information from primary and secondary sources.</li> <li>• <a href="#">LAFS.3.RI.4.10</a> By the end of the year, read and</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.W.2.4</a> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.W.4.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of</li> </ul>   | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.SL.1.3</a> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• <a href="#">LAFS.3.SL.2.4</a> Report on a topic or text, tell a story, or recount</li> </ul>  |



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|  | <p>comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.W.1.1</a> Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>• <a href="#">LAFS.3.W.1.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• <a href="#">LAFS.3.W.1.3</a> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.W.2.5</a> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• <a href="#">LAFS.3.W.2.6</a> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> <li>• <a href="#">LAFS.3.W.3.7</a> Conduct short research projects that build knowledge about a topic.</li> <li>• <a href="#">LAFS.3.W.3.8</a> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> | <p>discipline-specific tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>• <a href="#">LAFS.3.SL.1.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>• <a href="#">LAFS.3.SL.1.2</a> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> | <p>an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <ul style="list-style-type: none"> <li>• <a href="#">MAFS.K12.MP.1.1</a> Make sense of problems and persevere in solving them.</li> <li>• <a href="#">MAFS.K12.MP.3.1</a> Construct viable arguments and critique the reasoning of others.</li> <li>• <a href="#">MAFS.K12.MP.5.1</a> Use appropriate tools strategically.</li> <li>• <a href="#">MAFS.K12.MP.6.1</a> Attends to precision.</li> </ul> |
| <p style="text-align: center;"><b>Benchmarks not addressed</b></p> |   |  |  |   |

# Language Arts 7 CCPS MJ 1001040 SY REV 15/16 Final Foundational Curriculum

## Week 1

### FL Collections/Theme

Days 1-5 are reserved for building community, protocols & procedures. (Number of sessions: 5)

School site/teacher directed.

### Year-Long Standards

Year-Long Standards: (Number of sessions: 5)

These are focus standards expected to be included in most lessons.

ELD.K12.ELL.SI.1 ([view](#)) (Number of sessions: 5)

#### Content Complexity.

English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.LA.1 ([view](#)) (Number of sessions: 5)

#### Content Complexity.

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

### Focus Standards

Focus for the Quarter (Number of sessions: 5)

which are supported by the additional standards.

### Additional Standards

These Standards are part of student learning (Number of sessions: 5)

and support the focus standards as well.

### Writing Standards

Focus for the quarter (Number of sessions: 5)

as well as writing to support learning.

### HE and SS Standards

Required Standards (Number of sessions: 5)

Health & Social Studies that support ELA Learning.



## **CPalms Resources**

### **Individual teacher or collaborative choice (Number of sessions: 5)**

Review online tutorials and lessons that include scales and rubrics.

## **HMH Anchor Texts & Close Reads**

### **Anchor Texts are read by ALL students (Number of sessions: 5)**

Designations for Close Read/English & Reading are split for schools with split departments. Due to the schedules at schools, this will vary. Check with individual teachers and/or department chairs for directions.

## **Writing Focus**

### **Types of writing for quarter focus (Number of sessions: 5)**

are followed by other ways to engage students in writing.

## **Grammar Focus**

### **Focus comes from Standards (Number of sessions: 5)**

Grammar is taught throughout the course.

## **NOTES:**

### **Pay attention to notes: (Number of sessions: 5)**

This is also a place teachers can make notes on one's own maps about lessons, etc.

### **Optional Collections 1/4: (Number of sessions: 5)**

Use the collections for additional resources and/or work with standards.

## **Suggested Novel(s)/Paired Texts**

### **Suggestions provided for paired themes, (Number of sessions: 5)**

texts, and novels or those that show another point of view. Classic or tried and true novels are also listed.

## **Quarter 1**

## **FL Collections/Theme**

### **Collection 1 Bold Actions (Number of sessions: 40)**

EQ1 What does it mean to face challenges fearlessly, even if it means failing in the attempt?

EQ2 What character traits must one possess in order to overcome challenges?

## Year-Long Standards

**LAFS.7.RL.1.1** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RL.4.10** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.RI.1.1** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RI.4.10** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.W.4.10** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Focus Standards

**LAFS.7.RL.1.3** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**LAFS.7.RL.2.6** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**LAFS.7.RI.1.2** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**LAFS.7.RI.2.6** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

## Additional Standards

**LAFS.7.RL.1.2** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**LAFS.7.RL.2.4** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**LAFS.7.RL.2.5** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how a drama s or poem s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**LAFS.7.RL.3.7** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**LAFS.7.RI.1.3** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**LAFS.7.RI.2.4** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**LAFS.7.RI.2.5** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**LAFS.7.SL.1.1** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

**LAFS.7.SL.1.2** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

**LAFS.7.SL.2.4** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**LAFS.7.W.1.3** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**LAFS.7.W.2.6** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## **Writing Standards**

**LAFS.7.W.1.2** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 4: Extended Thinking & Complex Reasoning

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.7.W.2.4** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**LAFS.7.W.3.8** ([view](#)) (Number of sessions: 40)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**HE and SS Standards**

**HE.7.B.3.3** ([view](#)) (Number of sessions: 34)

**Content Complexity.**

Compare a variety of technologies to gather health information.

**HE.7.B.5.1** ([view](#)) (Number of sessions: 40)

**Content Complexity.**

Predict when health-related situations require the application of a thoughtful decision-making process.

**SS.7.C.2.11** ([view](#)) (Number of sessions: 40)

**Content Complexity.**

Analyze media and political communications (bias, symbolism, propaganda).

**SS.7.C.2.13** ([view](#)) (Number of sessions: 40)

**Content Complexity.**

Examine multiple perspectives on public and current issues.

**HE.7.C.2.5** ([view](#)) (Number of sessions: 40)

**Content Complexity.**

Analyze how messages from media influence health behaviors.

**HMH Anchor Texts & Close Reads**

**Anchor Text: "The Flight of Icarus" by Sally Benson (Number of sessions: 40)**

Poem (pp. 31-34)

**Anchor Text: "Rogue Wave" by Theodore Taylor (Number of sessions: 40)**

Short Story (pp. 3-14)

**Anchor Text: "Icarus's Flight" (Number of sessions: 40)**

Poem (pp. 39-40)

**Close Read/English: "Big Things Come in Small Packages" by Eleanora E. Tate (Number of sessions: 40)**

Short Story p. 18c

**Close Read/Reading: "Arachne" (Number of sessions: 40)**

Greek Myth p. 38c

**Close Read/Reading: "Finding Your Everest" (Number of sessions: 40)**

Essay p. 30c

**Suggested: "Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life" (Number of sessions: 40)**

Online/ New Article p. 19

**Suggested: "Ship of Fools" (Number of sessions: 40)**

Editorial p. 24

**Suggested: "Was Abby too Young to Sail?" (Number of sessions: 40)**

TV News Interview p. 28

**Suggested: Women in Aviation (Number of sessions: 40)**

Informational Writing Article p. 43a

**Collection 3 and Collection 4 Resources: (Number of sessions: 40)**

Used at teacher's discretion for instruction and/or enrichment.

### **Writing Focus**

**Writing Focus: (Number of sessions: 40)**

The Informative Essay

### **Additional Writing**

**Other formats of writing include: (Number of sessions: 40)**

Journal, autobiography, memoir, quick-writes, poetry, short story, fish bowl speech, debate, novel reflection, project based writing, creative writing, research writing (incorporate as appropriate)

### **Grammar Focus**

**Grammar Mini-Lessons (Number of sessions: 40)**

Contained within Collection Capitalization, Clauses, Modifiers, Nouns, Phrases, Pronouns, Punctuation, Sentences, Parts of Speech, Subject-Verb Agreement, Verbal, Verbal Phrases, Verbs plus Simile, Metaphor, Multiple Meaning Words, Greek & Latin Roots, Prefixes & Suffixes, Coordinate Adjectives, Alliteration, Connotation, Denotations, Subordinate Clauses and others at teacher discretion.

### **Suggested Novel(s)/Paired Texts**

**Informational texts (Number of sessions: 40)**

about women in aviation (Amelia Earhart) and/or others who have sailed alone and encountered problems.

**Novel/Paired Reading (Number of sessions: 40)**

Teacher Choice. Suggested minimum of 1 novel per semester. The Outsiders, The Westing Game, The Pig Man, Where the Red Fern Grows

## Quarter 2

### FL Collections/Theme

#### Collection 2 Perception and Reality (Number of sessions: 45)

EQ: How does our perception change our reality?

### Year-Long Standards

**LAFS.7.RL.1.1** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RL.4.10** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.RI.1.1** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RI.4.10** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.W.4.10** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Focus Standards

**LAFS.7.RL.1.2** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**LAFS.7.RL.1.3** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).



## Additional Standards

**LAFS.7.RL.2.4** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**LAFS.7.RL.2.5** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how a drama s or poem s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**LAFS.7.RL.3.7** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**LAFS.7.RI.1.2** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**LAFS.7.RI.2.5** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

**LAFS.7.SL.1.1** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

**LAFS.7.SL.1.2** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

**LAFS.7.SL.2.4** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



**LAFS.7.SL.2.5** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**LAFS.7.SL.2.6** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**LAFS.7.L.1.1** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**LAFS.7.L.3.4** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LAFS.7.L.3.5** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**LAFS.7.L.3.6** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 1: Recall

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Writing Standards**

**LAFS.7.W.1.2** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 4: Extended Thinking & Complex Reasoning

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a

topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.7.W.2.6** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**LAFS.7.W.3.7** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**LAFS.7.W.3.8** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LAFS.7.W.3.9** ([view](#)) (Number of sessions: 45)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history). Apply grade 7 Reading standards to literary nonfiction (e.g. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

## **HE and SS Standards**

**HE.7.B.4.4** ([view](#)) (Number of sessions: 45)

**Content Complexity.**

Demonstrate how to ask for assistance to enhance the health of self and others.

## **HMH Anchor Texts & Close Reads**

**ANCHOR TEXT "The People Could Fly" by Virginia Hamilton (Number of sessions: 45)**

Folk Tale (pp. 63-67)

**Anchor Text: COMPARE TEXT "The Song of the Wandering Aengus" & "Sonnet 43" (Number of sessions: 45)**

Poems Yeats and Shakespeare pp.71-74

**ANCHOR TEXT "Sorry, Wrong Number" by Lucille Fletcher (Number of sessions: 45)**

Drama (pp. 111-124)

**Suggested: from "Sorry, Wrong Number" by Anatole Litvak (Number of sessions: 45)**

Film Clip p.111

**Close Read/English: Comparing (3) Versions of "A Christmas Carol" (Number of sessions: 45)**

Novel, Drama, & Graphic Story pp. 126c-f

**Close Read/Reading: "Saving the Lost" by Reynaldo Vasquez (Number of sessions: 45)**

Science Article p.88c

**Close Read/Reading: "Heartbeat" by David Yoo (Number of sessions: 45)**

Short Story p.70c

**Suggested: "Magic and the Brain" (Number of sessions: 45)**

Magazine Article p.77

**Suggested: MEDIA ANALYSIS "Pavement Chalk Art" by Julian Beever (Number of sessions: 45)**

Magazine Article p.89

**Suggested: "Another Place, Another Time" by Cory Doctorow (Number of sessions: 45)**

Short Story p.93

**Collection 3 and Collection 4 Resources (Number of sessions: 45)**

Used at teacher's discretion for instructional and/or enrichment.

### **Writing Focus**

**Writing Focus: (Number of sessions: 45)**

The Argumentative Essay

### **Additional Writing**

**Other formats of writing include: (Number of sessions: 45)**

Journal, autobiography, memoir, quick-writes, poetry, short story, editorial, speech, debate, novel reflection, author study, creative writing, project based writing, research writing (integrate into the curriculum as appropriate)

### **Grammar Focus**

**Grammar Mini-Lessons (Number of sessions: 45)**

Contained within Collection Capitalization, Clauses, Modifiers, Nouns, Phrases, Pronouns, Punctuation, Sentences, Parts of Speech, Subject-Verb Agreement, Verbal, Verbal Phrases, Verbs plus Simile, Metaphor, Multiple Meaning Words, Greek & Latin Roots, Prefixes & Suffixes, Coordinate Adjectives, Alliteration, Connotation, Denotations, Subordinate Clauses and others at teacher discretion.

## Suggested Novel(s)/Paired Texts

### Novel/Paired Reading (Number of sessions: 45)

Teacher Choice. Suggested minimum of 1 novel per semester. Scott Westerfeld's Series: The Uglies, etc.; PJ Haarsma's The Softwire Series; dystopian and/or sci-fi books that discuss/challenge perceptions/reality.

## Quarter 3

### FL Collections/Theme

#### Collection 5 The Stuff of Consumer Culture (Number of sessions: 45)

EQ: How Does our Compulsion to consume affect our lives and the environment?

### Year-Long Standards

**LAFS.7.RL.1.1** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RL.4.10** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.RI.1.1** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RI.4.10** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.W.4.10** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Focus Standards

**LAFS.7.RL.1.3** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**LAFS.7.RL.2.5** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how a drama s or poem s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**LAFS.7.RI.1.2** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**LAFS.7.L.3.6** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 1: Recall

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Additional Standards**

**LAFS.7.RI.1.3** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**LAFS.7.RI.2.4** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**LAFS.7.RI.2.5** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**LAFS.7.RI.3.8** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**LAFS.7.L.1.1** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**LAFS.7.L.1.2** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). Spell correctly.

**LAFS.7.L.2.3** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**LAFS.7.L.3.5** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**LAFS.7.W.1.3** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**LAFS.7.W.2.6** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## Writing Standards

**LAFS.7.W.2.4** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**LAFS.7.W.1.1** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.



**LAFS.7.W.1.2** ([view](#)) (Number of sessions: 46)

**Content Complexity.** Level 4: Extended Thinking & Complex Reasoning

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **HE and SS Standards**

**HE.7.B.4.1** ([view](#)) (Number of sessions: 46)

**Content Complexity.**

Apply effective communication skills when interacting with others to enhance health.

**HE.7.C.1.2** ([view](#)) (Number of sessions: 46)

**Content Complexity.**

Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

### **HMH Anchor Texts & Close Reads**

**Anchor Text:** from "Life at Home in the Twenty-First Century" by Jeanne Arnold  
(Number of sessions: 46)

Informational Text (pp... 221-228)

**Anchor Text:** "Always Wanting More" from "I Want That" by Thomas Hine (Number of sessions: 46)

Informational Text (pp. 233-236)

**Anchor Text:** "Earth (A Gift Shop) by Charles Yu (Number of sessions: 46)

Short Story (pp. 249-254)

**Close Read/English:** (Number of sessions: 46)

"Teenagers and New Technology" by Andres Padilla-Lopez p. 232c

**Close Read/Reading:** (Number of sessions: 46)

"Labels and Illusions" by Lourdes Blanco p.240c

**Suggested:** "He--y, Come On Ou--t" by Shinichi Hoshi (Number of sessions: 46)

Short Story p. 258c

**Suggested: Compare Text - Poems** (Number of sessions: 46)

"Dump" by X.J. Kennedy and "How Things Work" by Gary Soto pp. 241-245

**Collection 3 and Collection 4 Resources** (Number of sessions: 46)

Used at teacher's discretion for enrichment.

### **Writing Focus**

#### **Focus Writing from quarters 1 & 2: PRACTICE & RETEACH (Number of sessions: 46)**

Informative Essay and Argumentative Essay

### **Additional Writing**

#### **Other writing forms include: (Number of sessions: 46)**

Journal, autobiography, memoir, quick-writes, poetry, short story, editorial, speech, debate, novel reflection, author study, creative writing, project based writing, research writing (incorporate as is appropriate)

### **Grammar Focus**

#### **Grammar Mini-Lessons (Number of sessions: 46)**

Contained within Collection Capitalization, Clauses, Modifiers, Nouns, Phrases, Pronouns, Punctuation, Sentences, Parts of Speech, Subject-Verb Agreement, Verbal, Verbal Phrases, Verbs plus Simile, Metaphor, Multiple Meaning Words, Greek & Latin Roots, Prefixes & Suffixes, Coordinate Adjectives, Alliteration, Connotation, Denotations, Subordinate Clauses and others at teacher discretion.

### **Suggested Novel(s)/Paired Texts**

#### **Novel/Paired Reading (Number of sessions: 46)**

Teacher Choice. Suggested minimum of 1 novel per semester. Fever (Anderson) (historical perspective of having it all taken away) or Last Book in the Universe (Sci-fi- showing what is important) OR YA Books about greed, or material wanting would be a great pairing or books about the opposite where characters have nothing. Informational text pairing to compare American schools/homes and that of third world countries.

## **Quarter 4**

### **FL Collections/Theme**

#### **COLLECTION 6 Guided by a Cause (Number of sessions: 39)**

EQ: How do our inner desires guide our actions?

### **Year-Long Standards**

**LAFS.7.RL.1.1** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RL.4.10** ([view](#)) (Number of sessions: 39)



**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.RI.1.1** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LAFS.7.RI.4.10** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**LAFS.7.W.4.10** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Focus Standards

**LAFS.7.RL.2.5** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**LAFS.7.RL.1.2** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**LAFS.7.RI.1.3** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**LAFS.7.RI.1.2** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### Additional Standards

**LAFS.7.RL.2.4** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**LAFS.7.RL.2.6** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**LAFS.7.RL.3.9** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**LAFS.7.RI.2.5** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**LAFS.7.RI.2.4** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**LAFS.7.RI.2.6** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**LAFS.7.RI.3.7** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**LAFS.7.RI.3.8** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**LAFS.7.RI.3.9** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**LAFS.7.W.1.3** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**LAFS.7.W.2.6** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**LAFS.7.SL.1.2** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

**LAFS.7.SL.1.3** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**LAFS.7.SL.2.4** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**LAFS.7.SL.2.5** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**LAFS.7.SL.2.6** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**LAFS.7.L.1.1** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**LAFS.7.L.1.2** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). Spell correctly.

**LAFS.7.L.3.4** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and

specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LAFS.7.L.3.5** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**LAFS.7.L.3.6** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 1: Recall

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Writing Standards

**LAFS.7.W.1.1** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.7.W.2.4** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**LAFS.7.W.2.5** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 2: Basic Application of Skills & Concepts

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LAFS.7.W.3.9** ([view](#)) (Number of sessions: 39)

**Content Complexity.** Level 3: Strategic Thinking & Complex Reasoning

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history). Apply grade 7 Reading standards to

literary nonfiction (e.g. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

### **HE and SS Standards**

**HE.7.B.4.2** ([view](#)) (Number of sessions: 39)

#### **Content Complexity.**

Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

**HE.7.B.4.3** ([view](#)) (Number of sessions: 39)

#### **Content Complexity.**

Articulate the possible causes of conflict among youth in schools and communities.

### **HMH Anchor Texts & Close Reads**

**Anchor Text:** from "Flesh and Blood So Cheap: The Triangle Fire and Its Legacy" by Albert Martin and from "The Story of the Triangle Factory Fire" by Zachary Kent (Number of sessions: 39)

Comparing Anchor Text: History writing (pp.265-277)

**Anchor Text:** "Craig Kielburger Reflects on Working Towards Peace" by Craig Leilburger (Number of sessions: 39)

Personal Essay (pp. 307-312)

**Close Read/English:** "Doris is Coming" by ZZ Packer (Number of sessions: 39)

Short Story p. 306c

**Close Read/English:** from "The Most Daring of [Our] Leaders" by Lynne Olson (Number of sessions: 39)

History Writing p. 282d

**Close Read/Reading** "Speech to the Democratic National Convention" by John Lewis (Number of sessions: 39)

Speech p. 282a

**Close Read/Reading** "Difference Maker: John Bergmann and Popcorn Park" by David Karas (Number of sessions: 39)

Newspaper Article p. 320c

**Suggested:** from "Uprising" by Margaret Peterson Haddix (Number of sessions: 39)

Historical Novel p. 283

**Suggested:** "A Poem for My Librarian, Mrs. Long" by Nikki Giovanni (Number of sessions: 39)

Poem p. 321

**Suggested: Media Analysis:** from "It Takes a Child" by Judy Jackson (Number of sessions: 39)

Documentary Clip p. 317

**Suggested:** "Train Time" by D'Arcy McNickle (Number of sessions: 39)

Short Story p. 327

### **Collection 3 and Collection 4 Resources (Number of sessions: 39)**

Used at teacher's discretion for instructional and/or enrichment.

### **Writing Focus Quarter 4**

#### **Anchor Writing 3: (Number of sessions: 39)**

Literary Analysis

### **Additional Writing**

#### **Other formats of writing include: (Number of sessions: 39)**

Journal, autobiography, memoir, quick-writes, poetry, short story, editorial, speech, debate, novel reflection, author study, creative writing, project based writing, research writing (incorporate as appropriate)

### **Grammar Focus**

#### **Grammar Mini-Lessons (Number of sessions: 39)**

Contained within Collection Capitalization, Clauses, Modifiers, Nouns, Phrases, Pronouns, Punctuation, Sentences, Parts of Speech, Subject-Verb Agreement, Verbal, Verbal Phrases, Verbs plus Simile, Metaphor, Multiple Meaning Words, Greek & Latin Roots, Prefixes & Suffixes, Coordinate Adjectives, Alliteration, Connotation, Denotations, Subordinate Clauses and others at teacher discretion.

### **NOTES:**

#### **Pay attention to notes: (Number of sessions: 5)**

This is also a place teachers can make notes on one's own maps about lessons, etc.

#### **Optional Collections 3/4: (Number of sessions: 5)**

Use the collections for additional resources and/or work with standards

### **Suggested Novel(s)/Paired Texts**

#### **Novel/Paired Reading (Number of sessions: 39)**

Teacher Choice. Suggested minimum of 1 novel per semester. Suggestions: Graphic Novel- The Triangle Shirtwaist Fire (Gunderson); Uprising (Haddix); Perfect (Friend), or any book with noted social issues at the heart. Great time for student choice!

# Pacing & Curriculum Guide

M/J Grade 7 Mathematics – 1205040



## Content:

- ❖ M/J Grade 7 Mathematics Course Description
- ❖ Mathematics Best Practices Standards
- ❖ Grades 6-8 LAFS & ELL Standards
- ❖ Pacing Guide
- ❖ Unit Guides

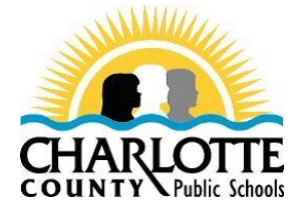
Revised ~ Oct. 2015

*The Pacing Guide and Unit Guides will be reviewed and revised if necessary every year.*



# M/J Grade 7 – Course Code: 1205040

## Course Description



*In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.*

| (1)   | (2)   |
|---|---|
| <p>Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.</p> | <p>Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.</p> |
| (3)   | (4)   |
| <p>Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.</p>  | <p>Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.</p>  |



# M/J Grade 7 – Course Code: 1205040

## Course Description



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### ***English Language Development ELD Standards Special Notes Section:***

*Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics.*

*For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.*

*The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.*

*To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:*  
<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

*For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).*

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| <b>Standards for Mathematical Practices</b>  |  |   |   |
|--|--|---|---|
| <b>MAFS.K12.MP.1.1</b>   | <b>MAFS.K12.MP.2.1</b>   | <b>MAFS.K12.MP.3.1</b>  | <b>MAFS.K12.MP.4.1</b>  |
| <b>Make sense of problems and persevere in solving them.</b>   | <b>Reason abstractly and quantitatively.</b>   | <b>Construct viable arguments and critique the reasoning of others.</b>   | <b>Model with mathematics.</b>  |
| <b>What does it mean?</b>  | <b>What does it mean?</b>  | <b>What does it mean?</b>   | <b>What does it mean?</b>   |
| Students use a logical process to make sense of problems, understand that there may be more than one way to solve a problem, and alter the process if needed.  | Students start with a concrete or real-world context and then represent it with abstract numbers or symbols (decontextualize). They then find a solution, and refer back to the context to check that the solution makes sense (contextualize).  | Sound mathematical arguments require a logical progression of statements and reasons. Students clearly communicate their thoughts and defend them.  | Models link mathematics to problem situations in everyday life. They can be diagrams, drawings, classroom objects, and manipulatives, or geometric, graphical, algebraic, tabular, statistical models. Models can help students to explain their thinking or to search for patterns.  |
| <b>What does it look like?</b>   | <b>What does it look like?</b>   | <b>What does it look like?</b>  | <b>What does it look like?</b>  |
| Students are working in small groups and solving problems that require higher-order thinking. They are using a process that will guide them through each problem leading towards a solution. A four-step plan—Understand, Plan, Solve, Check—tracks their progress toward a solution.  | Students are using numbers and writing mathematical number sentences, writing expressions, equations, and inequalities, to describe real-world contexts and to solve problems. They begin with concrete models to represent number and develop an awareness of number sense to determine unknowns.   | Students are talking and writing about mathematics and sharing their thoughts with others. They are drawing conclusions, making conjectures, explaining their reasoning, justifying their conclusions, and challenging other students' conclusions. In the primary grades, students may refer to concrete or real-world examples to help explain their thinking to others.  | Students are using a variety of models, including physical manipulatives, drawings, charts, tables, graphs, and symbols to solve problems.  |
| <b>What questions do I ask?</b>  | <b>What questions do I ask?</b>  | <b>What questions do I ask?</b>   | <b>What questions do I ask?</b>   |
| <ol style="list-style-type: none"> <li>1. What is the problem? What facts do you know?</li> <li>2. How do the facts relate to each other? Does a picture help describe the problem?</li> <li>3. Is this problem similar to any others you have solved?</li> <li>4. What is your plan for solving the problem?</li> <li>5. What should you do if you get "stuck"?</li> <li>6. Does the answer make sense?</li> <li>7. Is there another way to solve the problem?</li> </ol> | <ol style="list-style-type: none"> <li>1. What math words describe the situation?</li> <li>2. Can you describe the situation using fewer words?</li> <li>3. What operations are suggested?</li> <li>4. What symbols can you use?</li> <li>5. What does the unknown, or variable, represent?</li> <li>6. Does your answer make sense in this problem?</li> <li>7. Does your answer fit the facts given in the problem?</li> </ol> | <ol style="list-style-type: none"> <li>1. How did you get that answer? Is that always true?</li> <li>2. Why does that work?</li> <li>3. Can you use objects in the classroom to show that your answer is correct?</li> <li>4. Can you give me a "non-example" or a counterexample?</li> <li>5. What conclusion can you draw? What conjecture can you make?</li> <li>6. Is there anything wrong with that argument?</li> </ol> | <ol style="list-style-type: none"> <li>1. How do you use this math at home? When are you going to use this?</li> <li>2. Why is mathematics important in your life?</li> <li>3. How could using another object help you solve this problem in a different way?</li> <li>4. Is it better to use a table or an equation to solve this problem?</li> <li>5. Why might it be better to draw a picture to solve this problem?</li> <li>6. Does your answer make sense?</li> </ol> |

| <b>Standards for Mathematical Standards</b>  |   |   |   |
|--|---|---|---|
| <b>MAFS.K12.MP.5.1</b>   | <b>MAFS.K12.MP.6.1</b>  | <b>MAFS.K12.MP.7.1</b>  | <b>MAFS.K12.MP.8.1</b>  |
| Use appropriate tools strategically.   | Attend to precision.  | Look for and make use of structure.   | Look for and express regularity in repeated reasoning.  |
| <b>What does it mean?</b>  | <b>What does it mean?</b>   | <b>What does it mean?</b>   | <b>What does it mean?</b>   |
| Certain tools, including estimation and virtual tools, are more appropriate than others when solving mathematical problems, and students should understand the benefits and limitations of each tool.  | Precision in mathematics is more than calculating efficiently and accurately. It is also the ability to communicate the language of mathematics precisely.  | Mathematics is based on a well-defined structure. Mathematically proficient students look for that structure to find easier ways to solve problems.   | Recognizing a pattern can lead to results more quickly and efficiently.   |
| <b>What does it look like?</b>   | <b>What does it look like?</b>  | <b>What does it look like?</b>  | <b>What does it look like?</b>  |
| Students are actively making choices in selecting a tool/strategy to solve a problem. A variety of tools should include such items as paper and pencil, physical objects, virtual manipulatives, bar diagrams, and calculators. It should also include such strategies as estimation, mental math, making a spreadsheet, using graphing software, or the Internet to solve problems.   | Students are using clear and precise vocabulary in their communications with others. They are also identifying the attributes of measurement, correctly labeling answers, specifying units of measure, labeling graphs correctly, defining variables, and using correct math symbols to avoid any miscommunications.  | Students are looking for patterns and using properties to help with alternative methods of computing. Students are making use of comparison terms and seeking shortcuts to solutions.   | Students are looking for shortcuts or generalizations. They look for patterns when representing and counting numbers. Repetitive experiences in describing their thinking helps students to make connections between what they know and new situations which require similar thinking.  |
| <b>What questions do I ask?</b>  | <b>What questions do I ask?</b>   | <b>What questions do I ask?</b>   | <b>What questions do I ask?</b>   |
| <ol style="list-style-type: none"> <li>1. What tool would you like to use to solve this problem?</li> <li>2. What are the limitations of using this tool?</li> <li>3. Do you need an exact answer?</li> <li>4. How can you use estimation as a tool?</li> <li>5. Can you solve this mentally?</li> <li>6. Can you find information on the Internet?</li> <li>7. Can you use solve this problem using another tool?</li> <li>8. Would it be helpful to use a virtual manipulative?</li> </ol> | <ol style="list-style-type: none"> <li>1. How can the everyday meaning of a math term help you remember the math meaning?</li> <li>2. Is this similar to something you already know?</li> <li>3. What does the math symbol mean? How do you know?</li> <li>4. Does your answer make sense? Did you try another method to check you work?</li> <li>5. What does the variable represent?</li> <li>6. Have you checked your answer for the correct labels?</li> <li>7. Have you labeled the graph correctly?</li> <li>8. When should you use that symbol?</li> </ol> | <ol style="list-style-type: none"> <li>1. Can you think of an easier way to find the solution?</li> <li>2. How can what you know help you solve this problem?</li> <li>3. How are numerical expressions and algebraic expressions the same?</li> <li>4. How are they different?</li> <li>5. What do two-dimensional shapes have in common with three- dimensional shapes? How do they differ?</li> <li>6. Why can taking a number apart help you add or subtract?</li> <li>7. How would you use a tally chart to make a bar graph?</li> <li>8. Why does making a table help you solve a problem?</li> </ol> | <ol style="list-style-type: none"> <li>1. Do you see a pattern?</li> <li>2. Have you seen this pattern before?</li> <li>3. Is this pattern like one you've seen before? How is it different?</li> <li>4. What does this problem remind you of?</li> <li>5. Is this problem similar to something you already know?</li> <li>6. What would happen if you...?</li> </ol> |

**Language Arts Florida Standards & English Language Learning Standards  
Integrated into M/J Florida Math Standards**

| <b>LAFS: Speaking &amp; Listening</b>   | <b>LAFS: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>   | <b>ELL: English Language Learners</b>  |
|---|--|--|
| <p><a href="#">LAFS.7.SL.1.1</a> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol> <p><a href="#">LAFS.7.SL.1.2</a> : Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><a href="#">LAFS.7.SL.1.3</a> : Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><a href="#">LAFS.7.SL.2.4</a>: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><a href="#">LAFS.68.WHST.1.1</a> : Write arguments focused on discipline-specific content. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <ol style="list-style-type: none"> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><a href="#">LAFS.68.WHST.2.4</a> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p><a href="#">ELD.K12.ELL.MA.1</a>: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p><a href="#">ELD.K12.ELL.SI.1</a>: English language learners communicate for social and instructional purposes within the school setting.</p> <p align="center"><b>LAFS: Reading Standards for Literacy in Science and Technical Subjects 6-12</b></p> <p><a href="#">LAFS.68.RST.1.3</a>: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><a href="#">LAFS.68.RST.2.4</a>: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 68 texts and topics.</p> <p><a href="#">LAFS.68.RST.3.7</a>: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> |



**Pacing Guide**

| Approximate Time        |         | Unit  | Focus Standards  | Supporting Mathematical Best Practice Standards  | Unit Overview   |
|-------------------------|---------|---|--|--|---|
| 1 <sup>st</sup> Quarter | 20 days | 1<br>The Number System                          | <a href="#">MAFS.7.NS.1.1</a><br><a href="#">MAFS.7.NS.1.2</a><br><a href="#">MAFS.7.NS.1.3</a>  | <a href="#">MAFS.K12.MP.4.1</a><br><a href="#">MAFS.K12.MP.5.1</a><br><a href="#">MAFS.K12.MP.6.1</a>  | Add, subtract, multiply, and divide integers, fractions, and decimals.  |
|                         | 25 days | 2<br>Equations and Expressions                  | <a href="#">MAFS.7.EE.1.1</a><br><a href="#">MAFS.7.EE.1.2</a><br><a href="#">MAFS.7.G.2.5</a><br><a href="#">MAFS.7.RP.1.2c</a><br><a href="#">MAFS.7.EE.2.3</a><br><a href="#">MAFS.7.EE.2.4</a><br><a href="#">MAFS.7.G.1.2</a> | <a href="#">MAFS.K12.MP.1.1</a><br><a href="#">MAFS.K12.MP.2.1</a><br><a href="#">MAFS.K12.MP.4.1</a><br><a href="#">MAFS.K12.MP.7.1</a>   | Find equivalent expressions<br>Solve equations<br>Solve inequalities<br>Supplementary, complementary, vertical, and adjacent angle<br>Use simple equations to solve for an unknown angle in a figure<br>Represent proportional relationships by equations.  |
| 2 <sup>nd</sup> Quarter | 10 days | 2 <i>continued</i><br>Equations and Expressions | <a href="#">MAFS.7.EE.1.1</a><br><a href="#">MAFS.7.EE.1.2</a><br><a href="#">MAFS.7.G.2.5</a><br><a href="#">MAFS.7.RP.1.2c</a><br><a href="#">MAFS.7.EE.2.3</a><br><a href="#">MAFS.7.EE.2.4</a><br><a href="#">MAFS.7.G.1.2</a> | <a href="#">MAFS.K12.MP.1.1</a><br><a href="#">MAFS.K12.MP.2.1</a><br><a href="#">MAFS.K12.MP.4.1</a><br><a href="#">MAFS.K12.MP.7.1</a>   | <p style="text-align: center;"><u>Continued:</u></p> Find equivalent expressions<br>Solve equations<br>Solve inequalities<br>Supplementary, complementary, vertical, and adjacent angle<br>Use simple equations to solve for an unknown angle in a figure<br>Represent proportional relationships by equations. |
|                         | 35 days | 3<br>Ratios and Proportional Relationships      | <a href="#">MAFS.7.RP.1.1</a><br><a href="#">MAFS.7.RP.1.2</a><br><a href="#">MAFS.7.G.1.1</a><br><a href="#">MAFS.7.RP.1.3</a>  | <a href="#">MAFS.K12.MP.1.1</a><br><a href="#">MAFS.K12.MP.2.1</a><br><a href="#">MAFS.K12.MP.3.1</a><br><a href="#">MAFS.K12.MP.4.1</a><br><a href="#">MAFS.K12.MP.6.1</a><br><a href="#">MAFS.K12.MP.8.1</a> | Unit rates<br>Proportional relationships<br>Analyze proportional relationships (graphs)<br>Scale drawings<br>Proportional relationships involving percents  |

| Approximate Time              |         | Unit   | Focus Standards  | Supporting Mathematical Practice Standards   | Unit Overview   |
|-------------------------------|---------|--|--|--|---|
| <b>3<sup>rd</sup> Quarter</b> | 10 days | 3 <i>continued</i><br><b>Ratios and Proportional Relationships</b> | <a href="#"><u>MAFS.7.G.1.1</u></a><br><a href="#"><u>MAFS.7.RP.1.3</u></a>  | <a href="#"><u>MAFS.K12.MP.1.1</u></a><br><a href="#"><u>MAFS.K12.MP.2.1</u></a><br><a href="#"><u>MAFS.K12.MP.6.1</u></a><br><a href="#"><u>MAFS.K12.MP.8.1</u></a>   | Scale drawings<br>Proportional relationships involving percents   |
|                               | 20 days | 4<br><b>Geometry</b>   | <a href="#"><u>MAFS.7.G.2.4</u></a><br><a href="#"><u>MAFS.7.G.2.6</u></a><br><a href="#"><u>MAFS.7.G.1.3</u></a>  | <a href="#"><u>MAFS.K12.MP.1.1</u></a><br><a href="#"><u>MAFS.K12.MP.2.1</u></a><br><a href="#"><u>MAFS.K12.MP.3.1</u></a><br><a href="#"><u>MAFS.K12.MP.4.1</u></a><br><a href="#"><u>MAFS.K12.MP.5.1</u></a><br><a href="#"><u>MAFS.K12.MP.6.1</u></a> | Circumference<br>Area of circles<br>Constructing triangles from three measures of angles or sides<br>Find the area, volume, and surface area of composite figures |
|                               | 15 days | 5<br><b>Statistics and Probability</b>                             | <a href="#"><u>MAFS.7.SP.3.7</u></a><br><a href="#"><u>MAFS.7.SP.3.8</u></a><br><a href="#"><u>MAFS.7.SP.3.5</u></a><br><a href="#"><u>MAFS.7.SP.3.6</u></a> | <a href="#"><u>MAFS.K12.MP.1.1</u></a><br><a href="#"><u>MAFS.K12.MP.3.1</u></a><br><a href="#"><u>MAFS.K12.MP.4.1</u></a>   | Probability-simple and compound events<br>Chance processes  |
| <b>4<sup>th</sup> Quarter</b> | 10 days | 5 <i>continued</i><br><b>Statistics and Probability</b>            | <a href="#"><u>MAFS.7.SP.1.1</u></a><br><a href="#"><u>MAFS.7.SP.1.2</u></a><br><a href="#"><u>MAFS.7.SP.2.3</u></a><br><a href="#"><u>MAFS.7.SP.2.4</u></a> | <a href="#"><u>MAFS.K12.MP.1.1</u></a><br><a href="#"><u>MAFS.K12.MP.3.1</u></a><br><a href="#"><u>MAFS.K12.MP.4.1</u></a>   | Populations and samples<br>Making predictions   |
|                               | 35 days | <b>Prerequisite skills for 8th grade</b>                           | <b>Prerequisite skills for 8th grade</b>   | <b>Prerequisite skills for 8th grade</b>   | <b>Prerequisite skills for 8th grade</b>  |



**Unit 1: The Number System**

| Unit Overview  | Unit Sequence   | Learning Goal  | Quarter 1   |
|--|---|--|---|
| <p>The purpose of this unit is to provide an opportunity for students to reinforce and extend their understandings of addition, subtraction, multiplication, and division with rational numbers.</p> <p>It build on students' solid understanding of integers, other rational numbers, and absolute value as described in Grade 6. By the end of this unit, students should be comfortable applying all four operations to positive and negative fractions and decimals.</p> | <p><i>Aligned to Glencoe/McGraw-Hill "Florida Math"</i></p> <ul style="list-style-type: none"> <li>• 3-1 Integers and absolute value</li> <li>• 3-2 Adding integers</li> <li>• 3-3 Subtracting integers</li> <li>• 3-4 Multiplying integers</li> <li>• 3-5 Dividing integers</li> <li>• 4-1 Terminating and repeating decimals</li> <li>• 4-2 Compare and order rational numbers</li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will evaluate expressions involving absolute value.</li> <li>➤ Students will understand and apply the rules for addition, subtraction, multiplication, and division of rational numbers in order to analyze and solve real-world problems.</li> <li>➤ Students will compare and order rational numbers.</li> </ul> | <p style="text-align: center;"><b>Suggested Pacing:</b><br/>20 days</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;"><b>Instructional Days:</b><br/>18 days</p> |
| <p><b>FSA Test Design &amp; Blueprint Summary</b></p>  |   | <p style="text-align: center;"><b>Essential Question</b></p>   |   |
| <p><i>The following domain is covered in this unit. The FSA percentage weight is indicated.</i></p> <ul style="list-style-type: none"> <li>• <b>The Number System – 15%</b></li> </ul>   | <ul style="list-style-type: none"> <li>• 4-3 Add and subtract like fractions</li> <li>• 4-4 Add and subtract unlike fractions</li> <li>• 4-5 Add and subtract mixed numbers</li> <li>• 4-6 Multiply fractions</li> <li>• 4-8 Divide fractions</li> </ul>  | <ol style="list-style-type: none"> <li>1. What happens when you add, subtract, multiply, and divide integers?</li> <li>2. What happens when you add, subtract, multiply, and divide fractions?</li> </ol>  | <p style="text-align: center;"><b>Assessment Days:</b><br/>2 days</p> <p style="text-align: center;"><b>Flex Days:</b><br/>0 days</p>   |





| Focus Standards   | Unit Rubric  | Essential Vocabulary  |  |
|---|--|---|--|
| <p><b>MAFS.7.NS.1.1:</b> Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p><b>MAFS.7.NS.1.1a:</b> Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p><b>MAFS.7.NS.1.1b:</b> Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p><b>MAFS.7.NS.1.1c:</b> Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p><b>MAFS.7.NS.1.1d:</b> Apply properties of operations as strategies to add and subtract rational numbers.</p> <p><b>MAFS.7.NS.1.2a:</b> Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p><b>MAFS.7.NS.1.2b:</b> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>\frac{p}{q}</math> by describing real-world contexts.</p> <p><b>MAFS.7.NS.1.2c:</b> Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><b>MAFS.7.NS.1.2d:</b> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p><b>MAFS.7.NS.1.3:</b> Solve real-world and mathematical problems involving the four operations with rational numbers.</p> | <p><b>Level 4-</b> Student will show mastery in adding, subtracting, multiplying, and dividing rational numbers and be able to teach it to someone else.</p> <p><b>Level 3-</b> Students will show mastery in adding, subtracting, multiplying, and dividing rational numbers.</p> <p><b>Level 2-</b> Student has some difficulty adding, subtracting, multiplying, and dividing rational numbers but is successful with some assistance.</p> <p><b>Level 1-</b> Student has difficulty adding, subtracting, multiplying, and dividing rational numbers and needs assistance the majority of the time.</p> | <p><b>Absolute value</b></p> <p><b>Integer</b></p> <p><b>Positive integer</b></p> <p><b>Additive inverse</b></p> <p><b>Negative integer</b></p> <p><b>Zero pair</b></p> <p><b>Graph</b></p> <p><b>Opposites</b></p> <p><b>Bar notation</b></p>  | <p><b>Like fractions</b></p> <p><b>Terminating decimal</b></p> <p><b>Common denominator</b></p> <p><b>Rational numbers</b></p> <p><b>Unlike fractions</b></p> <p><b>Least common denominator</b></p> <p><b>Repeating decimal</b></p> |
| <b>Suggested Resources</b>  |  | <b>Higher Order Questions</b>   |  |
| <p><a href="http://www.connectED.mcgraw-hill.com">http://www.connectED.mcgraw-hill.com</a></p> <p><a href="http://Cpalms.org">Cpalms.org</a></p> <p><a href="http://Khanacademy.org">Khanacademy.org</a></p>  |  | <ul style="list-style-type: none"> <li>✓ Why is the absolute value of a number positive?</li> <li>✓ When adding integers, how can you tell whether the sum will be positive, negative, or zero without actually doing it?</li> <li>✓ If <math>x</math> and <math>y</math> are positive integers, is <math>x - y</math> always positive?</li> <li>✓ When is the product of two or more integers a positive number?</li> <li>✓ How is dividing integers similar to multiplying integers?</li> <li>✓ How can you write a fraction as a decimal?</li> <li>✓ How can you compare two fractions?</li> <li>✓ What is a simple rule for adding and subtracting like fractions?</li> <li>✓ How does adding unlike fractions compare to adding like fractions?</li> <li>✓ How can you subtract mixed numbers when the fraction in the first mixed number is less than the fraction in the second mixed number?</li> <li>✓ How is the process of multiplying fractions different from the process of adding fractions?</li> <li>✓ How can you use dimensional analysis to convert between measurement systems?</li> <li>✓ How is dividing fractions related to multiplying fractions?</li> </ul> |  |





**Unit 2: Expressions and Equations**

| Unit Overview  | Unit Sequence  | Learning Goal   | Quarter 1/2   |
|--|--|---|---|
| <p>The purpose of this unit is to ensure that students have a strong foundation in manipulating and solving algebraic expressions and equations. This unit builds on work within the Expressions and Equations domain in Grade 6. Students solve real-life problems by modeling them with algebraic equations. In manipulating these equations to generate equivalent expressions, they also reason abstractly and quantitatively and look for and make use of structure. In this unit, students investigate and solve problems involving rates. As part of this work, students apply positive rational numbers operations to write and solve equations of the form <math>px+q=r</math> and <math>p(x+q)=r</math> in which <math>q=0</math> (i.e. one-step equations).</p> | <p><i>Aligned to Glencoe/McGraw-Hill "Florida Math"</i></p> <ul style="list-style-type: none"> <li>• 5-1 Algebraic expressions</li> <li>• 5-4 The distributive property</li> <li>• 5-5 Simplifying algebraic expressions</li> <li>• 5-6 Add linear expressions</li> <li>• 5-7 Subtract linear expressions</li> <li>• 5-8 Factor linear expressions</li> <li>• 6-1 Solve one-step addition and subtraction equations</li> <li>• 6-2 Multiplication and division equations</li> <li>• 6-3 Solve equations with rational coefficients</li> <li>• 6-4 Solve two-step equations</li> <li>• 6-5 More two-step equations</li> <li>• 7-1 Classify angles</li> <li>• 7-2 Complementary and supplementary angles</li> <li>• 7-3 Triangles</li> <li>• 6-6 Solve inequalities by addition or subtraction</li> <li>• 6-7 Solve inequalities by multiplication or division</li> <li>• 6-8 Solve two-step inequalities</li> <li>• 1-6 Solve proportional relationships</li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will be able to manipulate expressions and equations to find equivalent expressions.</li> <li>➤ Students will understand and apply operations with rational numbers while working with expressions and linear equations involving one variable.</li> <li>➤ Students will be able to classify and identify vertical and adjacent angles.</li> <li>➤ Students will be able to identify and classify and find missing angle measures.</li> <li>➤ Students will use expressions and equations to find missing angles measures to solve geometric relationships.</li> <li>➤ Students will represent proportional relationships using proportions.</li> </ul> | <p><b>Suggested Pacing:</b><br/>35 days</p> <hr/> <p><b>Instructional Days:</b><br/>30 days</p> |
| <p><b>FSA Test Design &amp; Blueprint Summary</b></p> <p><i>The following domain is covered in this unit.</i></p> <p><i>The FSA percentage weight is indicated.</i></p> <ul style="list-style-type: none"> <li>• <b>Expressions &amp; Equations – 21%</b></li> </ul>   |  | <p><b>Essential Question</b></p> <ol style="list-style-type: none"> <li>1. How can you communicate mathematical ideas effectively?</li> <li>2. How can you use different measurements to solve real-world problems?</li> <li>3. What does it mean to say two quantities are equal?</li> </ol>   | <p><b>Assessment Days:</b><br/>3 days</p> <p><b>Flex Days:</b><br/>2 days</p>                   |



| Focus Standards   | Unit Rubric   | Essential Vocabulary  |  |
|---|---|---|--|
| <p><b>MAFS.7.EE.1.1</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><b>MAFS.7.EE.1.2</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.”</p> <p><b>MAFS.7.EE.2.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p><b>MAFS.7.EE.2.4</b> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p><b>MAFS.7.EE.2.4a</b> Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p><b>MAFS.7.EE.2.4b</b> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p> | <p><b>Level 4-</b> Student will show mastery in solving and simplifying expressions, equations, and inequalities and be able to teach it to someone else.</p> <p><b>Level 3-</b> Student will show mastery in solving and simplifying expressions, equations, and inequalities.</p> <p><b>Level 2-</b> Student has some difficulty solving and simplifying expressions, equations, and inequalities but is successful with some assistance.</p> <p><b>Level 1-</b> Student has difficulty solving and simplifying expressions, equations, and inequalities and needs assistance the majority of the time.</p> | <p>Additive Identity Property<br/>Algebra<br/>Arithmetic sequence<br/>Associative Property<br/>Coefficient<br/>Commutative Property<br/>Constant<br/>Counterexample<br/>Define a variable<br/>Distributive Property<br/>Equivalent expressions<br/>Factor<br/>Factored form<br/>Like terms<br/>Linear expression<br/>Monomial<br/>Multiplicative Identity Property<br/>Multiplicative Property of Zero</p>  | <p>Sequence<br/>Simplest form<br/>Term<br/>Variable<br/>Addition Property of Equality<br/>Addition Property of Inequality<br/>Division Property of Equality<br/>Division Property of Inequality<br/>Equation<br/>Equivalent equation<br/>Inequality<br/>Multiplication Property of Equality<br/>Multiplication Property of Inequality<br/>Subtraction Property of Equality<br/>Subtraction Property of Inequality<br/>Solution<br/>Two-step equation<br/>Two-step inequality</p> |
|   | <p style="text-align: center;"><b>Suggested Resources</b></p> <p style="text-align: center;"><a href="http://www.connectED.mcgraw-hill.com">http://www.connectED.mcgraw-hill.com</a></p> <p style="text-align: center;"><a href="http://Cpalms.org">Cpalms.org</a></p> <p style="text-align: center;"><a href="http://Khanacademy.org">Khanacademy.org</a></p>  | <p style="text-align: center;"><b>Higher Order Questions</b></p> <ul style="list-style-type: none"> <li>✓ Will the expressions <math>x - 3</math> and <math>y - 3</math> sometimes, always, or never represent the same value?</li> <li>✓ How is the formula for the perimeter of a rectangle an application of the Distributive Property?</li> <li>✓ Why are the expressions <math>2(x - 1) + 3(x - 1)</math> and <math>5(x - 1)</math> equivalent?</li> <li>✓ How is adding linear expressions similar to simplifying expressions?</li> <li>✓ How can you use the additive inverse to help you subtract linear expressions?</li> <li>✓ How is the GCF used to factor expressions?</li> <li>✓ What are two methods for solving a real-world problem that can be represented by an equation?</li> <li>✓ How is the process for solving multiplication and division one-step equations like solving one-step addition and subtraction equations?</li> <li>✓ What is the process for solving a multiplication equation with a rational coefficient?</li> <li>✓ Why is it important to perform identical operations on each side of the equals sign when solving equations?</li> <li>✓ What is the difference between <math>px + q = r</math> and <math>p(x + q) = r</math>?</li> <li>✓ What are the differences between vertical and adjacent angles?</li> <li>✓ How are vertical, adjacent, complementary, and supplementary angles related?</li> <li>✓ How can triangles be classified?</li> <li>✓ When would you use addition or subtraction to solve an inequality?</li> <li>✓ When do you not reverse the inequality symbol when solving an inequality?</li> <li>✓ How are the inequalities and solutions of <math>2x + 8 &gt; 18</math> and <math>2x + 8 \leq 18</math> similar, and how are they different?</li> </ul> |  |



**Unit 3: Ratios and Proportional Relationships**

| Unit Overview   | Unit Sequence  | Learning Goal  | Quarter 2/3   |
|---|--|--|---|
| <p>In this unit, students will use proportional reasoning to solve various types of problems including scale drawings, unit rates, and percents. The standards in this unit are a critical area for this grade.</p> | <p><i>Aligned to Glencoe/McGraw-Hill "Florida Math"</i></p> <ul style="list-style-type: none"> <li>• <b>1-1 Rates</b></li> <li>• <b>1-2 Complex fractions and unit rates</b></li> <li>• <b>1-3 Convert unit rates</b></li> <li>• <b>1-4 Proportional and nonproportional relationships</b></li> <li>• <b>1-5 Graphing proportional relationships</b></li> <li>• <b>1-6 Solve proportional relationships</b></li> <li>• <b>7-4 Scale drawings</b></li> <li>• <b>1-7 Constant rate of change</b></li> <li>• <b>1-9 Direct variation</b></li> <li>• <b>2-1 Percent of a number (include 2-2)</b></li> <li>• <b>2-3 The percent proportion</b></li> <li>• <b>2-5 Percent of change</b></li> <li>• <b>2-6 Sales tax, tips, and markup (include 2-7 discount)</b></li> <li>• <b>2-8 Financial literacy: simple interest</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will be able to find unit rates.</li> <li>➤ Students will be able to simplify complex fractions.</li> <li>➤ Students will be able identify proportional relationships by graphing on the coordinate plane.</li> <li>➤ Students will understand and analyze proportional relationships and use them to solve real-world and mathematical problems involving scale drawings.</li> <li>➤ Students will be able to represent and identify constant rate of change.</li> <li>➤ Students will be able to use direct variation to solve problems.</li> <li>➤ Students will be able to solve problems involving percent increase and percent decrease.</li> <li>➤ Students will be able to solve problems involving financial literacy (sales tax, tips, markup, discount, simple interest)</li> </ul> | <p><b>Suggested Pacing:</b><br/>45 days</p> <hr/> <p><b>Instructional Days:</b><br/>39 days</p> |
| <p><b>FSA Test Design &amp; Blueprint Summary</b></p>   |  | <p><b>Essential Question</b></p>   | <p><b>Assessment Days:</b><br/>4 days</p>   |
| <p><i>The following domain is covered in this unit. The FSA percentage weight is indicated.</i></p> <ul style="list-style-type: none"> <li>• <b>Rates &amp; Proportional Relationships – 25%</b></li> </ul>         |  | <ol style="list-style-type: none"> <li>1. How can you show that two objects are proportional?</li> <li>2. How does geometry help us describe real-world objects?</li> <li>3. How can percent help you understand situations involving money?</li> </ol>  | <p><b>Flex Days:</b><br/>2 days</p>   |



| Focus Standards  | Unit Rubric   | Essential Vocabulary   |   |
|--|---|--|---|
| <p><b>MAFS.7.RP.1.1</b> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p> <p><b>MAFS.7.RP.1.2</b> Recognize and represent proportional relationships between quantities.</p> <p><b>MAFS.7.RP.1.2a</b> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p><b>MAFS.7.RP.1.2b</b> Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p><b>MAFS.7.RP.1.2c</b> Represent proportional relationships by equations. For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</p> <p><b>MAFS.7.RP.1.2d</b> Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> | <p><b>Level 4-</b> Student will show mastery in analyzing proportional relationships and using them to solve real-world and mathematical problems and be able to teach it to someone else.</p> <p><b>Level 3-</b> Student will show mastery in analyzing proportional relationships and using them to solve real-world and mathematical problems.</p> <p><b>Level 2-</b> Student has some difficulty analyzing proportional relationships and using them to solve real-world and mathematical problems but is successful with some assistance.</p> <p><b>Level 1-</b> Student has difficulty analyzing proportional relationships and using them to solve real-world and mathematical problems and needs assistance the majority of the time.</p> | <p>Complex fraction<br/>                     Constant of proportionality<br/>                     Constant rate of change<br/>                     Constant of variation<br/>                     Coordinate plane<br/>                     Cross products<br/>                     Dimensional analysis<br/>                     Direct variation<br/>                     Equivalent ratios<br/>                     Nonproportional<br/>                     Proportional<br/>                     Ordered pair<br/>                     Origin<br/>                     Quadrants<br/>                     Rate<br/>                     Rate of change<br/>                     Unit rate<br/>                     Unit ratio<br/>                     X-axis<br/>                     X-coordinate<br/>                     Y-axis</p>   | <p>Y-coordinate<br/>                     Discount<br/>                     Gratuity<br/>                     Markdown<br/>                     Markup<br/>                     Percent equation<br/>                     Percent error<br/>                     Percent of change<br/>                     Percent of decrease<br/>                     Percent of increase<br/>                     Percent proportion<br/>                     Principal<br/>                     Sales tax<br/>                     Selling price<br/>                     Simple interest<br/>                     Tip<br/>                     Scale drawing<br/>                     Scale model<br/>                     Scale<br/>                     Scale factor</p> |
| <p><b>MAFS.7.RP.1.3</b> Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p><b>MAFS.7.G.1.1</b> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>  | <p style="text-align: center;"><b>Suggested Resources</b></p> <p style="text-align: center;"><a href="http://www.connectED.mcgraw-hill.com">http://www.connectED.mcgraw-hill.com</a></p> <p style="text-align: center;"><a href="http://Cpalms.org">Cpalms.org</a></p> <p style="text-align: center;"><a href="http://Khanacademy.org">Khanacademy.org</a></p>  | <p style="text-align: center;"><b>Higher Order Questions</b></p> <ul style="list-style-type: none"> <li>✓ How is a rate a measure of one quantity per unit of another quantity?</li> <li>✓ What is a complex fraction?</li> <li>✓ What makes two quantities proportional?</li> <li>✓ How does graphing relationships help you determine whether the relationship is proportional or not.</li> <li>✓ How do you solve a proportion?</li> <li>✓ How can you find the unit rate from a line on a graph that goes through the origin?</li> <li>✓ How can you use a map to estimate the actual distance between Miami, Florida, and Atlanta, Georgia?</li> <li>✓ How do you find the percent of a number?</li> <li>✓ How can you use the percent proportion to solve real-world problems?</li> <li>✓ How can two amounts of change be the same but the percents of change be different?</li> <li>✓ What are two methods you could use to find the sale price of an item that is discounted by a percent?</li> <li>✓ How can you use a formula to find simple interest?</li> </ul> |   |



**Unit 4: Geometry**

| Unit Overview   | Unit Sequence   | Learning Goal   | Quarter 3   |
|---|---|---|---|
| <p>In this unit, students will engage in hands-on investigation of the properties of geometric shapes. In addition, they will solve real-life and mathematical problems involving area, surface area, and volume.</p> | <p><i>Aligned to Glencoe/McGraw-Hill "Florida Math"</i></p> <ul style="list-style-type: none"> <li>• <b>8-1 Circumference</b></li> <li>• <b>8-2 Area of circles</b></li> <li>• <b>8-3 Area of composite figures</b></li> <li>• <b>7-5 Draw three-dimensional figures</b></li> <li>• <b>7-6 Cross sections</b></li> <li>• <b>8-4 Volume of prisms</b></li> <li>• <b>8-5 Volume of pyramids</b></li> <li>• <b>8-6 Surface area of prisms</b></li> <li>• <b>8-7 Surface area of pyramids</b></li> <li>• <b>8-8 Volume and surface area of composite figures</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will find the circumference of circles.</li> <li>➤ Students will find the area of circles and composite figures.</li> <li>➤ Students will draw three-dimensional figures given the top, side, and front views.</li> <li>➤ Students will be able to describe the two-dimensional figure that results from slicing a three-dimensional figure.</li> <li>➤ Students will find the volume and surface area of prisms, pyramids, and composite figures.</li> </ul> | <p><b>Suggested Pacing:</b><br/>20 days</p> <hr/> <p><b>Instructional Days:</b><br/>18 days</p> |
| <p><b>FSA Test Design &amp; Blueprint Summary</b></p>   |   | <p><b>Essential Question</b></p>  |   |
| <p><i>The following domain is covered in this unit. The FSA percentage weight is indicated.</i></p> <ul style="list-style-type: none"> <li>• <b>Geometry – 23%</b></li> </ul>   |   | <ol style="list-style-type: none"> <li>1. How do measurements help you describe real-world objects?</li> <li>2. How does geometry help us describe real-world objects?</li> </ol>   | <p><b>Assessment Days:</b><br/>2 days</p> <p><b>Flex Days:</b><br/>0 days</p>                   |



| Focus Standards  | Unit Rubric   | Essential Vocabulary   |  |
|--|---|--|--|
| <p><b>MAFS.7.G.1.3</b> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p><b>MAFS.7.G.2.4</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p><b>MAFS.7.G.2.6</b> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> | <p><b>Level 4-</b> Student will show mastery in solving real-life and mathematical problems involving area, surface area, and volume and be able to teach it to someone else.</p> <p><b>Level 3-</b> Student will show mastery in solving real-life and mathematical problems involving area, surface area, and volume.</p> <p><b>Level 2-</b> Student has some difficulty solving real-life and mathematical problems involving area, surface area, and volume but is successful with some assistance.</p> <p><b>Level 1-</b> Student has difficulty solving real-life and mathematical problems involving area, surface area, and volume and needs assistance the majority of the time.</p> | <p>Circle<br/>Center<br/>Circumference<br/>Diameter<br/>Radius<br/>Pi<br/>Semicircle<br/>Composite figure<br/>Volume<br/>Lateral face<br/>Surface area<br/>Lateral surface area<br/>Slant height<br/>Regular pyramid<br/>Prisms</p>  | <p>Bases<br/>Pyramid<br/>Plane<br/>Coplanar<br/>Parallel<br/>Polyhedron<br/>Edge<br/>Face<br/>Vertex<br/>Diagonal<br/>Skew lines<br/>Cylinder<br/>Cone<br/>Cross section</p> |
|  | <p><b>Suggested Resources</b></p>   | <p><b>Higher Order Questions</b></p>   |  |
|  | <p><a href="http://www.connectED.mcgraw-hill.com">http://www.connectED.mcgraw-hill.com</a></p> <p><a href="http://Cpalms.org">Cpalms.org</a></p> <p><a href="http://Khanacademy.org">Khanacademy.org</a></p> <p>Geometer sketchpad (or a similar program)</p>   | <ul style="list-style-type: none"> <li>✓ What is the relationship between the circumference and diameter of a circle?</li> <li>✓ How are the circumference and area of a circle alike? How are they different?</li> <li>✓ How can you tell if an answer is exact or an approximation?</li> <li>✓ How is finding the volume of a rectangular prism and the volume of a triangular prism alike? Different?</li> <li>✓ When you are finding the volume of a pyramid, why is it important to know the shape of the base of the pyramid?</li> <li>✓ Why is the surface area of a three-dimensional figure measured in square units instead of cubic units?</li> <li>✓ How can you justify the formula for the surface area of a pyramid?</li> <li>✓ How can you use what you learned about circles, prisms, and pyramids help you find the surface area and volume of a composite figure?</li> <li>✓ How does drawing the different views of a three-dimensional figure help you have a better understanding of the figure?</li> <li>✓ How can knowing the shape of the base of a three-dimensional figure help you name the figure?</li> </ul> |  |





**Unit 5: Statistics and Probability**

| Unit Overview   | Unit Sequence   | Learning Goal   | Quarter 3/4   |
|---|---|---|---|
| <p>This unit begins with the foundational understandings related to simple probability including compound events. In addition, students work with single populations as well as multiple population and will draw inferences while analyzing populations. Ratio reasoning is implicit in this unit.</p> | <p><i>Aligned to Glencoe/McGraw-Hill "Florida Math"</i></p> <ul style="list-style-type: none"> <li>• <b>9-1 Probability of simple events</b></li> <li>• <b>9-2 Theoretical and experimental probability</b></li> <li>• <b>9-3 Probability of compound events</b></li> <li>• <b>9-4 Simulations</b></li> <li>• <b>9-5 Fundamental counting principle</b></li> <li>• <b>9-7 Independent and dependent events</b></li> <li>• <b>10-1 Make predictions</b></li> <li>• <b>10-2 Unbiased and biased samples</b></li> <li>• <b>10-3 Misleading graphs and statistics</b></li> <li>• <b>10-4 Compare populations</b></li> <li>• <b>10-5 Select appropriate display</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ Students will find probabilities of simple and compound events.</li> <li>➤ Students will perform probability simulations to model real-world situations.</li> <li>➤ Students will find the number of outcomes of compound events by using the fundamental counting principle.</li> <li>➤ Students will be able to predict the actions of a larger group by using a sample.</li> <li>➤ Students will use data from a random sample to make inferences about a population.</li> <li>➤ Students will determine whether sampling methods are valid and whether or not a graph is misleading.</li> <li>➤ Students will compare two populations using dot plots or box plots.</li> <li>➤ Students will select, organize, and construct appropriate data displays.</li> </ul> | <p><b>Suggested Pacing:</b><br/>25 days</p> <hr/> <p><b>Instructional Days:</b><br/>20 days</p> |
| <p><b>FSA Test Design &amp; Blueprint Summary</b></p>   |   | <p><b>Essential Question</b></p>  | <p><b>Assessment Days:</b><br/>2 days</p>   |
| <p><i>The following domain is covered in this unit.<br/>The FSA percentage weight is indicated.</i></p> <ul style="list-style-type: none"> <li>• <b>Geometry – 23%</b></li> </ul>   |   | <ol style="list-style-type: none"> <li>1. How can you predict the outcome of future events?</li> <li>2. How do you know which graph to use when displaying data?</li> </ol>   | <p><b>Flex Days:</b><br/>3 days</p>   |



| Focus Standards  | Unit Rubric   | Essential Vocabulary  |   |
|--|---|---|---|
| <p><b>MAFS.7.SP.1.1</b> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p><b>MAFS.7.SP.1.2</b> Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p><b>MAFS.7.SP.2.3</b> Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p><b>MAFS.7.SP.2.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p><b>MAFS.7.SP.3.5</b> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p><b>MAFS.7.SP.3.6</b> Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p><b>MAFS.7.SP.3.7</b> Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p><b>MAFS.7.SP.3.7a</b> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p><b>MAFS.7.SP.3.7b</b> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p><b>MAFS.7.SP.3.8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p><b>MAFS.7.SP.3.8a</b> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the Compound event occurs.</p> <p><b>MAFS.7.SP.3.8b</b> Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> <p><b>MAFS.7.SP.3.8c</b> Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p> | <p><b>Level 4-</b> Student will show mastery analyzing various concepts related to probability including making inferences about a population, investigating chance processes, and developing, using, and evaluating probability models and be able to teach the concept.</p> <p><b>Level 3-</b> Student will show mastery analyzing various concepts related to probability including making inferences about a population, investigating chance processes, and developing, using, and evaluating probability models.</p> <p><b>Level 2-</b> Student has some difficulty analyzing various concepts related to probability including making inferences about a population, investigating chance processes, and developing, using, and evaluating probability model, but is successful with some assistance.</p> <p><b>Level 1-</b> Student has difficulty analyzing various concepts related to probability including making inferences about a population, investigating chance processes, and developing, using, and evaluating probability models, and needs assistance the majority of the time.</p> | <p>Complementary events<br/>Compound events<br/>Dependent events<br/>Experimental probability<br/>Fair<br/>Fundamental Counting Principle<br/>Independent events<br/>Outcome<br/>Permutation</p>  | <p>Probability<br/>Random<br/>Relative frequency<br/>Sample space<br/>Simple event<br/>Simulation<br/>Theoretical probability<br/>Tree diagram<br/>Uniform probability model<br/>Unfair</p> |
|  |   | Higher Order Questions  |   |
|  |   | <ul style="list-style-type: none"> <li>✓ What is the relationship between the probability of an event and its complement?</li> <li>✓ How are experimental probability and theoretical probability alike?</li> <li>✓ How do tree diagrams, tables, and lists help you find the probability of a compound event?</li> <li>✓ How is using a simulation related to experimental probability?</li> <li>✓ How does using the Fundamental Counting Principle compare to making a tree diagram?</li> <li>✓ How can you find the number of permutations of a set of objects?</li> <li>✓ What is the difference between independent and dependent events?</li> <li>✓ When can statistics be used to gain information about a population from a sample?</li> <li>✓ How is using a survey one way to determine experimental probability?</li> <li>✓ What are ways in which the display of data can influence conclusions?</li> <li>✓ How can you use data displays to compare two populations?</li> <li>✓ What are some of the factors to consider when selecting an appropriate display for a data set?</li> </ul> |   |
|  |   | Suggested Resources   |   |
|  |   | <p><a href="http://www.connectED.mcgraw-hill.com">http://www.connectED.mcgraw-hill.com</a></p> <p><a href="http://Cpalms.org">Cpalms.org</a></p> <p><a href="http://Khanacademy.org">Khanacademy.org</a></p>  |   |



| CCPS Science Curriculum 2015-16 Revision                 |   |   |   |   |
|--|---|---|---|---|
| CPALMS Link to Course Number:<br><a href="#">2000010</a> | <b>Quarter 1</b><br>August –October (45 Sessions)   | <b>Quarter 2</b><br>October-December(45 Sessions)   | <b>Quarter 3</b><br>January – March (45 Sessions)   | <b>Quarter 4</b><br>March – May (45 Sessions)   |
| <b>Textbook:</b><br>Florida Science Fusion               | <b>Units:</b><br><i>Unit 1, Unit 2, Unit 9 (lesson 1)</i>   | <b>Units:</b><br><i>Unit 6, Unit 7</i>  | <b>Units:</b><br><i>Unit 5, Unit 8, Unit 9( Lesson 2, begin Unit 3)</i>   | <b>Units:</b><br><i>Unit 3, Unit 4</i>  |
| <b>Florida Big Ideas</b>                                 | <p><b>Unit 1</b><br/>*The practice of science.<br/>*The characteristics of scientific knowledge. *The role of theories, laws, hypotheses, and models.<br/>*Science and society.</p> <p><b>Unit 2</b><br/>*Organization and development of living organisms.<br/>*Diversity and evolution of living organisms.</p> <p><b>Unit 9</b><br/>*Matter and energy transformations.</p>  | <p><b>Unit 6 and 7</b><br/>*Heredity and reproduction.</p>  | <p><b>Unit 5</b><br/>*Diversity and evolution of living organisms.</p> <p><b>Unit 8</b><br/>*Interdependence</p> <p><b>Unit 9</b><br/>*Matter and energy transformations.</p>   | <p><b>Unit 3 and 4</b><br/>*Organization and development of living organisms.</p>   |
| <b>Essential Questions by Unit and Lesson</b>            | <p><b>Unit 1</b><br/>L1 What are the characteristics of science?<br/>L2 How do scientists develop explanations?<br/>L3 How do scientists discover things?<br/>L4 How do scientists show the results of investigations?<br/>L5 How do science and society work together?</p> <p><b>Unit 2</b><br/>L1 What are living things made of?<br/>L2 What are the building blocks of organisms?<br/>L3 What are the different parts that make up a cell? L4 How are living things organized?<br/>L5 How do organisms maintain homeostasis?<br/>L6 How are organisms classified?</p> | <p><b>Unit 6</b><br/>L1 How do cells divide?<br/>L2 How do cells divide for sexual reproduction?<br/>L3 How do organisms reproduce?<br/>L4 How are traits inherited?<br/>L5 How are patterns of inheritance studied?</p> <p><b>Unit 7</b><br/>L1 What is DNA?<br/>L2 How does biotechnology impact our world?</p> | <p><b>Unit 5</b><br/>L1 What is the theory of evolution by natural selection?<br/>L2 What evidence supports the theory of evolution?</p> <p><b>Unit 8</b><br/>L1 What parts make up an ecosystem?<br/>L2 How does energy flow through an ecosystem?<br/>L3 How do organisms interact?<br/>L4 How do limiting factors affect Florida's ecosystems?</p> <p><b>Unit 9</b><br/>L2 How do energy and matter move through ecosystems?</p> | <p><b>Unit 3</b><br/>L1 How do the body systems work together to maintain homeostasis?<br/>L2 How do your skeletal and muscular systems work?<br/>L3 How do the circulatory and respiratory systems work?<br/>L4 How do your body's digestive and excretory systems work?<br/>L5 How do the nervous and endocrine systems work?</p> <p><b>Unit 4</b><br/>L1 How does your body's defense system work?<br/>L2 What causes disease?</p> |

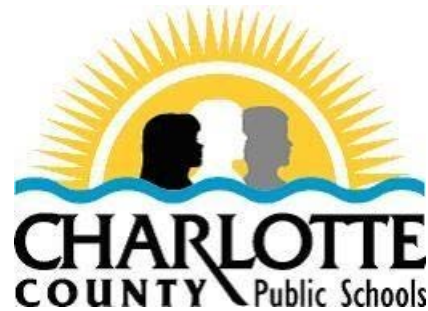


|                                 |  |  |  |  |   |  |  |                          |
|---------------------------------|--|--|--|--|---|--|--|--------------------------|
|                                 | <b>Unit 9</b><br>L1 How do cells get and use energy?   |  |  |  |   |  |  |                          |
| <b>Standards Taught</b>         | SC.8.N.1.1<br>SC.8.N.1.2<br>SC.8.N.1.3<br>SC.8.N.1.4<br>SC.8.N.1.5<br>SC.8.N.1.6<br>SC.8.N.2.1<br>SC.8.N.2.1<br>SC.8.N.3.1<br>SC.8.N.3.2<br>SC.8.N.4.1   | SC.8.N.4.2<br>SC.7.N.1.1<br>SC.7.N.1.2<br>SC.7.N.1.4<br>SC.7.N.1.6<br>SC.6.N.1.2<br>SC.6.N.1.4<br>SC.6.N.1.5<br>SC.8.L.18.1<br>SC.8.L.18.2 | SC.7.L.16.1,<br>SC.7.L.16.2<br>SC.7.L.16.3<br>SC.7.L.16.4  | SC.7.N.1.1<br>SC.7.N.1.4<br>SC.7.N.1.5 | SC.7.L.15.1<br>SC.7.L.15.2<br>SC.7.L.15.3<br>SC.7.L.17.1<br>SC.7.L.17.2<br>SC.7.L.17.3<br>SC.N.1.3  | SC.N.1.1<br>SC.N.1.3<br>SC.N.1.5<br>SC.8.L.18.3<br>SC.8.L.18.4 | SC.6.L.14.5<br>SC.6.L.14.6,<br>SC.6.N.1.1  | SC.6.N.2.3<br>SC.6.N.3.4 |
| <b>Topic/Lesson</b>             | <b>Unit 1</b><br>L1 What is Science<br>L2 Scientific Knowledge<br>L3 Scientific Investigations<br>L4 Representing Data<br>L5 Science and Society<br><b>Unit 2</b><br>L1 Characteristics of Cells<br>L2 Chemistry of Life<br>L3 Cell Structure and Function<br>L4 Levels of Cellular Organization<br>L5 Homeostasis and Cell Process<br><b>Unit 9</b><br>L1 Photosynthesis and Cellular Respiration |  | <b>Unit 6</b><br>L1 Mitosis<br>L2 Meiosis<br>L3 Sexual and Asexual Reproduction<br>L4 Heredity<br>L5 Punnett Squares and Pedigrees<br><b>Unit 7</b><br>L1 DNA Structure and Function<br>L2 Biotechnology |  | <b>Unit 5</b><br>L1 Theory of Evolution<br>L2 Evidence of Evolution<br><b>Unit 8</b><br>L1 Introduction to Ecology<br>L2 Role in Energy Transfer<br>L3 Interactions in Communities<br>L4 Florida Ecosystems<br><b>Unit 9</b><br>L2 Energy and Matter in Ecosystem |  | <b>Unit 3</b><br>L1 Introduction to Body Systems<br>L2 Skeletal/Muscular Systems<br>L3 Circulatory/Respiratory Systems<br>L4 Digestive and Excretory Systems<br>L5 The nervous and Endocrine System<br><b>Unit 4</b><br>L1 The Immune System<br>L2 Infectious Diseases |                          |
| <b>Suggested Lab Activities</b> | Experiments that emphasize measurement and identifying variables. Microscope labs (cheek cells, onion cells, letter e, pond water)   |  | DNA model, cell cycle poster, DNA extraction, genetic disease brochure   |  | Ecosystem foldable, owl pellets, fossil activity  |  | Human body system foldable/presentations, frog dissection  |                          |
| <b>Assessment(s)</b>            | Unit Tests, lesson quizzes, Projects, Formative Assessments, Labs  |  | Unit Tests, lesson quizzes, Projects, Formative Assessments, Labs  |  | Unit Tests, lesson quizzes, Projects, Formative Assessments, Labs   |  | Unit Tests, lesson quizzes, Projects, Formative Assessments, Labs  |                          |

Revised 2015-16

# Curriculum Map & Pacing Guide

## M/J Civics #2106010



### Contents:

- M/J Civics Course Description
- M/J Civics Semester 1 Pacing
- M/J Civics Semester 2 Pacing
- M/J Civics Curriculum Map and Pacing
- Grade Seven Social Studies Standards and Benchmarks

**Revised ~ May 2016**

*Curriculum Maps and Pacing Guides will be reviewed and revised every year as needed.*



# M/J Civics #2106010

## GENERAL NOTES

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Mathematics Benchmark Guidance** – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

### Special Notes:

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at <http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project

## 1<sup>st</sup> Semester Civics—Units, Pacing, and Key Concepts

| <u>Unit Pacing</u>                                   | <u>Key Concepts</u>  |
|--|--|
| <b>The Geography of our Nation</b><br><br>Weeks #1-2 | <ul style="list-style-type: none"> <li>• Course introduction and expectations</li> <li>• What is Civics?</li> <li>• Location and relationships of states, physical, cultural features and landmarks of the United States (G.1.1., G.2.1., G.2.2., G.2.3., G.4.2.)</li> </ul>   |
| <b>Foundations of Government</b><br><br>Week #3-6    | <ul style="list-style-type: none"> <li>• Types of government (C.3.1.)</li> <li>• Systems of government (C.3.2.)</li> <li>• Enlightenment philosophies (C.1.1.)</li> <li>• Influencing Documents: <i>Magna Carta</i>, <i>English Bill of Rights</i>, <i>Mayflower Compact</i>, and <i>Common Sense</i> (C. 1.2.)</li> </ul>                               |
| <b>Background to Independence</b><br><br>Weeks #7-9  | <ul style="list-style-type: none"> <li>• Events and attitudes leading to independence movement (C.1.3.)</li> <li>• Colonial grievances including taxation without representation (C.1.3.)</li> <li>• Declaration of Independence (C.1.4.)</li> </ul>   |
| <b>Citizenship</b><br><br>Weeks #10-11               | <ul style="list-style-type: none"> <li>• Define citizen and the legal means of becoming a U.S. citizen (C.2.1.)</li> <li>• Obligations and responsibilities of citizens (C.2.2., C.2.3.)</li> <li>• *The DBQ Project: <i>What Types of Citizen Does a Democracy Need?</i></li> <li>• (Choose ONE DBQ Project title during the first semester)</li> </ul> |



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|  |   |
|--|---|
| <p><b>The Foundation and Structure of the U.S. Constitution</b></p> <p><b>Weeks #12-17</b></p> | <ul style="list-style-type: none"> <li>• Weaknesses of the Articles of Confederation (C.1.5.)</li> <li>• Shays’ Rebellion (C.1.5.)</li> <li>• Preamble: goals and structure of the Constitution (C.1.6.)</li> <li>• Separation of powers (C.1.7.)</li> <li>• Checks and balances (C.1.7.)</li> <li>• Views of the Federalists and Anti-Federalists (C.1.8.)</li> <li>• Rule of law (C.1.9.)</li> <li>• Principles of government: popular sovereignty, limited government, separation of powers, checks and balances federalism (C.3.4.)</li> <li>• Structure of legislative branch – Article I, the lawmaking process, powers, checks and balances (C.3.3., C.3.8.)</li> </ul> <p>• <b>*The DBQ Project: ‘How Did the Constitution Guard Against Tyranny?’</b></p> <p>• <b>(Choose ONE DBQ Project title during the first semester)</b></p> |
|  |   |
| <p><b>Semester Exam</b></p> <p><b>Week #18</b></p>   |   |
| <p><b>Benchmarks NOT Addressed</b></p>   | <p>SS.7.E.1.6., SS.7.E.3.1., SS.7.E.3.2., SS.7.E.3.4., HE.7.P.8.2.</p>  |



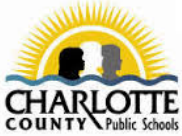
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## 2<sup>nd</sup> Semester Civics—Units, Pacing, and Key Concepts

| <u>Unit Pacing</u>  | <u>Key Concepts</u>   |
|---|---|
| <p><b>The Foundation and Structure of the U.S. Constitution</b></p> <p>Weeks #19-21</p> | <ul style="list-style-type: none"> <li>• Presidential roles and powers – Article II, structure of the Executive Branch, presidential appointments, checks and balances (C.3.3., C.3.8.)</li> <li>• Structure, role and ideals of the Judicial Branch (C.3.3.)</li> <li>• Structure of court system, types of laws, role of the Supreme Court, checks and balances (C.3.11., C.2.6.)</li> <li>• Identify sources and types of law (C.3.10.)</li> </ul> |
| <p><b>Changes to the Constitution</b></p> <p>Weeks #22-24</p>                           | <ul style="list-style-type: none"> <li>• Evaluate the rights contained in the Bill of Rights and other amendments (C.2.4.)</li> <li>• Distinguish how the Constitution safeguards and limits individual rights (C.2.5.)</li> <li>• Constitutional rights (C.3.6.)</li> <li>• Voting/minority rights (C.3.7.)</li> </ul>   |
| <p><b>Landmark Supreme Court Cases</b></p> <p>Week #25-26</p>                           | <ul style="list-style-type: none"> <li>• Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to: <i>Marbury v. Madison</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>in re Gault</i>, <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmeier</i>, <i>US v. Nixon</i>, and <i>Bush v. Gore</i>. (C.3.12.)</li> </ul>     |



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|  |  |
|--|--|
|  |  |
| <b>Electing Leaders and The Political System</b><br>Weeks #27-29 | <ul style="list-style-type: none"> <li>• Roles of political parties (C.2.8.)</li> <li>• Role of interest groups and lobbyists (C.2.10.)</li> <li>• Analyze media and political communications (C.2.11.)</li> <li>• Campaigning process, strategies, and party platforms (C.2.9.)</li> <li>• Citizen role in political process examining multiple perspectives (C.2.13.)</li> </ul> |
| <b>U.S. Foreign Policy</b><br>Weeks #30-31                       | <ul style="list-style-type: none"> <li>• U.S. domestic and foreign policy (C.4.1.)</li> <li>• Participation in international organizations (C.4.2.)</li> <li>• U.S. and international conflicts (C.4.3.)</li> </ul>  |
| <b>Federal, State and Local Government</b><br>Week #32           | <ul style="list-style-type: none"> <li>• Compare U.S. and state constitutions (C.3.13.)</li> <li>• Differentiate between local, state, and federal government obligations and services (C.3.14.)</li> <li>• Public policy – state/local issues (C.2.12.)</li> </ul>  |
| <b>EOCA and State Assessment</b><br>Weeks #33-34                 | <ul style="list-style-type: none"> <li>• Due to different testing schedules at various middle schools, use the time to finish uncovered topics, review for EOC, and practice tests for EOC.</li> </ul>   |
|  |  |





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|  |  |
|--|--|
| <p><b>Post Testing Window:<br/>Crime and Punishment<br/>The DBQ Project<br/>Economics</b></p> <p><b>Weeks #35-36</b></p> | <ul style="list-style-type: none"> <li>• <b>**DBQ Project: <i>Search and Seizure: Did the Government go too far?</i> Required**</b></li> <li>• Mock trial (C.2.6.)</li> <li>• Mock election (C.2.7.)</li> <li>• Five types of crime, criminal justice system, juvenile crime</li> <li>• Principles of supply and demand, types of economies, and characteristics of a mixed economy</li> <li>• Role of government and financial institutions</li> <li>• National budget process</li> <li>• Personal finance and the economy</li> </ul> |
| <p><b>Benchmarks NOT Addressed</b></p>   | <p><b>SS.7.E.1.6., SS.7.E.3.1., SS.7.E.3.2., SS.7.E.3.4., HE.7.P.8.2</b></p>   |



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#### Launch Geography Unit: Geography Handbook

#### Weeks #1-2

##### Learning Goals:

1. Students will use maps to understand the physical, political, and cultural characteristics of North America.

##### Essential Questions:

1. What characteristics have influenced settlement, economies, and inter-governmental relations in North America?
2. How do the current major cultural regions of North America differ?
3. What are some key physical and cultural landmarks that are emblematic of the United States?
4. What are the 50 U.S. states and their capitals, including location?

##### Standards & Benchmarks (NGSSS and the Florida Standards):

SS.7.G.1.1., SS.7.G.1.2., , SS.7.G.1.3., SS.7.G.2.1., SS.7.G.2.2., SS.7.G.2.3., SS.7.G.2.4., SS.7.G.3.1., SS.7.G.4.1., SS.7.G.4.2., SS.7.G.5.1., SS.7.G.6.1

LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.9., LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8.

MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1.,

##### Assessments:

- Section quizzes;
- Chapter tests;
- Unit tests;
- BOYA; and,
- Content specific tasks or projects.

##### Suggested Reading/Writing Assignments:

- Use the [National Register of Historic Places](#) to create tri-fold brochure of 6 national landmarks you would like to visit;
- Use the website on the [2010 Census](#), and create a graph that compares at least 4 different states in at least 1 demographic category of your choosing;
- Read about [Marjorie Stoneman Douglas](#) and her bid to save the Everglades and investigate her legacy of environmental activism for the Everglades, write an editorial describing whether or not enough has been done to save this national treasure;
- Write a report about Florida that includes only the geographical information, i.e., key cities, characteristics, primary resources, migration history, etc.;
- CPALMS: [U.S.A. Geographic Regions](#).



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|   |   |   |  |   |   |   |  |   |  |   |   |
|---|---|---|--|---|---|---|--|---|--|---|---|
| <p><b>Essential Concepts:</b></p> <p>capital, climate, cultural characteristics, diffusion, emblematic, landmark, location, physical characteristics, political characteristics, resources</p>  |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="999 399 1052 516">1</td> <td data-bbox="1062 399 1971 516">With help, a partial understanding of some of the simpler details and processes of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br/><i>(I kinda-sorta get it.)</i></td> </tr> <tr> <td data-bbox="999 516 1052 633">2</td> <td data-bbox="1062 516 1971 633">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated. <i>(I get it, but I can't explain it.)</i></td> </tr> <tr> <td data-bbox="999 633 1052 750">3</td> <td data-bbox="1062 633 1971 750">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br/><i>(I get it, and I can explain it to others!)</i></td> </tr> <tr> <td data-bbox="999 750 1052 899">4</td> <td data-bbox="1062 750 1971 899">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br/><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i></td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br><i>(I kinda-sorta get it.)</i> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated. <i>(I get it, but I can't explain it.)</i> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br><i>(I get it, and I can explain it to others!)</i> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br><i>(I kinda-sorta get it.)</i>   |   |  |   |   |   |  |   |  |   |   |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated. <i>(I get it, but I can't explain it.)</i>  |   |  |   |   |   |  |   |  |   |   |
| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br><i>(I get it, and I can explain it to others!)</i>  |   |  |   |   |   |  |   |  |   |   |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the use of maps to understand physical, political, and cultural characteristics of North America</i> is demonstrated.<br><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i>   |   |  |   |   |   |  |   |  |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p>Geography Handbook:</p> <ul style="list-style-type: none"> <li>North America Today, pgs. 426-427;</li> <li>Cultural Diffusion/Regions, pgs. 424-425;</li> <li>Physical &amp; Cultural Landmarks of U.S., pgs. 430-433;</li> <li>U.S. Map with States/Capitals, pgs. 428-429</li> </ul> | <p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>Draw a Map with directions from you house to School</li> <li>State Capitals Worksheet</li> <li>World Capitals Worksheet</li> <li>Maps of the World and U.S.A</li> </ul> | <p><b>Reading Activities:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>  | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Circle map: What is Civics?</li> <li>Circle map: How do we use geography?</li> <li>Tree map: Identify and categorize the regions of the U.S.; and,</li> <li>Brace map: Parts of the U.S.</li> </ul> |   |   |   |  |   |  |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| <b>Foundations of Government – Why Americans Have Governments</b><br><b>Week #3</b>  |  |
|--|--|
| <b>Learning Goals:</b> <ol style="list-style-type: none"> <li>1. Students will explain the purposes and ideals of American government.</li> <li>2. Students will compare different forms of government.</li> </ol>                                 | <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What the types of government?</li> <li>2. What are the systems of government?</li> <li>3. How does the U.S. government guarantee freedom to its citizens?</li> </ol>   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.2.12., SS.7.C.2.14., SS.7.C.3.1., SS.7.C.3.2, SS.7.C.3.9.<br><br>LAFS.68.RH.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8<br><br>MAFS.MP.K12.5.1., MAFS.MP.K12.6.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific tasks or projects.</li> </ul><br><b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>• Read this definition of <a href="#">The Divine Right of Kings</a>, rewrite the definition in your own words;</li> <li>• Review the etymology of the word <a href="#">democracy</a>, prepare a timeline that highlights the evolution of the word;</li> <li>• Create a chart comparing different types of government.</li> </ul><br><b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Government: A "Systematic" Approach</a>;</li> <li>• CPALMS: <a href="#">Which Government Is Which?</a>;</li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|  |  |  |   |   |   |   |  |   |   |   |   |
|--|--|--|---|---|---|---|--|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>absolute monarchy, anarchy, autocracy, communism, constitution, democracy, dictator, direct democracy, monarch, monarchy, oligarchy, representative democracy, republic, socialism, unitary</p> |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1031 402 1094 548">1</td> <td data-bbox="1094 402 1955 548">With help, a partial understanding of some of the simpler details and processes of <i>the purposes and ideals of American government</i> is demonstrated.<br/><i>(I kinda-sorta get it.)</i></td> </tr> <tr> <td data-bbox="1031 548 1094 695">2</td> <td data-bbox="1094 548 1955 695">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the purposes and ideals of American government</i> is demonstrated. <i>(I get it, but I can't explain it.)</i></td> </tr> <tr> <td data-bbox="1031 695 1094 841">3</td> <td data-bbox="1094 695 1955 841">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the purposes and ideals of American government</i> are demonstrated.<br/><i>(I get it, and I can explain it to others!)</i></td> </tr> <tr> <td data-bbox="1031 841 1094 1008">4</td> <td data-bbox="1094 841 1955 1008">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the purposes and ideals of American government</i> is demonstrated.<br/><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i></td> </tr> </table> |   | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the purposes and ideals of American government</i> is demonstrated.<br><i>(I kinda-sorta get it.)</i> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the purposes and ideals of American government</i> is demonstrated. <i>(I get it, but I can't explain it.)</i> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the purposes and ideals of American government</i> are demonstrated.<br><i>(I get it, and I can explain it to others!)</i> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the purposes and ideals of American government</i> is demonstrated.<br><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i> |
| 1  | With help, a partial understanding of some of the simpler details and processes of <i>the purposes and ideals of American government</i> is demonstrated.<br><i>(I kinda-sorta get it.)</i>  |  |   |   |   |   |  |   |   |   |   |
| 2  | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the purposes and ideals of American government</i> is demonstrated. <i>(I get it, but I can't explain it.)</i>   |  |   |   |   |   |  |   |   |   |   |
| 3  | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the purposes and ideals of American government</i> are demonstrated.<br><i>(I get it, and I can explain it to others!)</i>  |  |   |   |   |   |  |   |   |   |   |
| 4  | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the purposes and ideals of American government</i> is demonstrated.<br><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i>  |  |   |   |   |   |  |   |   |   |   |
| <p><b>Content/Text (Chapter, Page)</b></p> <p>Chapter 2: "Foundations of Government":</p> <ul style="list-style-type: none"> <li>Sec. 1: "Why Americans Have Governments", pgs. 26-33</li> </ul> <p>TE pages: 26a – 26d, 26-33</p>   | <p><b>Suggested Activities and Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>Political Cartoon, pg.31;</li> <li>Foldable of types of Government (Definition, Real World Example)</li> <li>Graphic Organizer for purposes of government</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking maps:</b></p> <ul style="list-style-type: none"> <li>Circle map: What is government?</li> <li>Double Bubble map: Compare and contrast forms of government;</li> <li>Tree map: Categorize and describe forms of government</li> </ul> |   |   |   |  |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| <b>Foundations of Government – Foundations of Constitutional Government and the Enlightenment Period</b><br><b>Weeks #4-6</b>  |   |
|--|---|
| <b>Learning Goals:</b> <ol style="list-style-type: none"> <li>1. Students will describe the English foundation for human rights.</li> <li>2. Students will explain the Enlightenment ideals expressed in the purposes and ideals of American government.</li> </ol>  | <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. Why did the American colonists have the rights of Englishmen?</li> <li>2. What rights did the Magna Carta and the English Bill of Rights guarantee for English people?</li> <li>3. What is the main purpose of government according to John Locke?</li> <li>4. Why are checks and balances critical as described by Montesquieu?</li> </ol>   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.1.1., SS.7.C.1.2., SS.7.C.1.5., SS.7.C.1.7., SS.7.C.2.1., SS.7.C.1.8.,<br>SS.7.C.2.4., SS.7.C.2.5., SS.7.C.3.2., SS.7.C.3.6.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.2.6.,<br>LAFS.68.WHST.1.1., LAFS.68.WHST.3.9., LAFS.7.SL.1.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>• Read this excerpt from <a href="#">The Magna Carta</a>, and summarize why this document is an inspiration for our Founding Fathers;</li> <li>• Review this article on the origins of the <a href="#">Social Contract Theory</a>, and identify at least 3 philosophers and their definition of the Social Contract Theory;</li> <li>• Read an excerpt from Baron de Montesquieu’s <a href="#">The Spirit of the Laws</a> and summarize what is meant by separation of powers?;</li> <li>• Close Read, <a href="#">The English Bill of Rights</a>;</li> <li>• Close Read, <a href="#">Baron de Montesquieu</a></li> </ul> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Colonists: What Were They Thinking?</a>;</li> <li>• CPALMS: <a href="#">Enlightenment Ideas and the Founding Fathers</a>;</li> <li>• CPALMS: <a href="#">Constitutional Principles - Consent of Governed</a>;</li> <li>• CPALMS: <a href="#">Enlightenment Thinkers</a>;</li> </ul> |



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|  |  |  |   |   |   |   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>Anti-Federalist, Baron de Montesquieu, Common Law, compact, confederal, consent of the governed, English Bill of Rights, federal, Federalist, governor, John Locke, Magna Carta, Mayflower Compact, Natural Rights, parliamentary, president, prime minister, purpose of government, Rule of Law, Social Contract, state of nature, and unitary</p>                                 |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1062 407 1115 493">1</td> <td data-bbox="1123 407 1992 493">With help, a partial understanding of some of the simpler details and processes of <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1062 500 1115 610">2</td> <td data-bbox="1123 500 1992 610">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1062 617 1115 703">3</td> <td data-bbox="1123 617 1992 703">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>Enlightenment ideals expressed in our American government</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1062 709 1115 813">4</td> <td data-bbox="1123 709 1992 813">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |   | 1 | With help, a partial understanding of some of the simpler details and processes of <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>Enlightenment ideals expressed in our American government</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1  | With help, a partial understanding of some of the simpler details and processes of <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I kinda-sorta get it.)</b>  |  |   |   |   |   |   |   |   |   |   |
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| 3  | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>Enlightenment ideals expressed in our American government</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>  |  |   |   |   |   |   |   |   |   |   |
| 4  | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>Enlightenment ideals expressed in our American government</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>  |  |   |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p>Chapter 2 -“Foundations of Government”</p> <ul style="list-style-type: none"> <li>• Sec. 2-The First Government, pg. 34-42;</li> <li>• Sec. 3 -A New Constitution, pgs. 43-47</li> </ul> <p><b>**Historical Documents</b></p> <ul style="list-style-type: none"> <li>• “The Declaration of Independence”</li> </ul> <p>TE pages: 26a – 26d, 38-52<br/>SE pages: 38-52</p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li>• <a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>• Unit II: Foundations of American Government</li> <li>• “Why Americans Have Government” Lesson 1- iCIVICS (<a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a>)</li> <li>• “Enlightenment”, Why Government? <a href="http://www.icivics.org/curriculum/foundations-government">www.icivics.org/curriculum/foundations-government</a></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Circle map: Define the natural rights of man;</li> <li>• Tree map: Categorize and describe Enlightenment thinkers and philosophies;</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| <b>Foundations of Government – Events that led to the American Revolution</b><br><b>Week #7</b>  |  |
|--|--|
| <b>Learning Goal:</b><br><br>1. Students will identify and describe the events leading to the American Revolution.   | <b>Essential Questions:</b><br><br>1. Why did the British government tighten control over the colonists?<br>2. How did the colonists resist the British control?<br>3. Which ideals did the American colonists use to develop their government?  |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards ):</b><br><br>SS.7.C.1.3., SS.7.C.1.4.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.2.6.,<br>LAFS.68.WHST.1.1., LAFS.68.WHST.3.9., LAFS.7.SL.1.1. | <b>Assessments:</b><br><br><ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignment(s):</b><br><br><ul style="list-style-type: none"> <li>• Close Read, <a href="#">Common Sense</a>;</li> <li>• Read this article from History.com, <a href="#">George Washington’s criticism of ‘taxation without representation’</a>, and prepare a summary of his argument;</li> <li>• Prepare a timeline of events leading to the American Revolution;</li> </ul> <b>Student Tutorials:</b><br><br><ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Britain vs. America: What Led to the Declaration of Independence</a>;</li> <li>• CPALMS: <a href="#">Causes of the American Revolution</a>;</li> <li>• CPALMS: <a href="#">No More Kings-Schoolhouse Rock</a>;</li> </ul> |





## M/J Civics #2106010

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|   |  |  |  |   |   |   |   |   |   |   |   |
|---|--|--|--|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>assent, charter, <i>Common Sense</i>, natural rights, oppression, representative government, rule of law, self-evident, taxation without representation, Thomas Paine, tyranny</p> |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1031 407 1087 505">1</td> <td data-bbox="1098 407 1959 505">With help, a partial understanding of some of the simpler details and processes of <i>the events leading to the American Revolution</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1031 508 1087 634">2</td> <td data-bbox="1098 508 1959 634">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the events leading to the American Revolution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1031 638 1087 732">3</td> <td data-bbox="1098 638 1959 732">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the events leading to the American Revolution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1031 735 1087 859">4</td> <td data-bbox="1098 735 1959 859">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the events leading to the American Revolution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the events leading to the American Revolution</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the events leading to the American Revolution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the events leading to the American Revolution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the events leading to the American Revolution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>the events leading to the American Revolution</i> is demonstrated. <b>(I kinda-sorta get it.)</b>  |  |  |   |   |   |   |   |   |   |   |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the events leading to the American Revolution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b>                                    |  |  |   |   |   |   |   |   |   |   |
| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the events leading to the American Revolution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>  |  |  |   |   |   |   |   |   |   |   |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the events leading to the American Revolution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>                                |  |  |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <ul style="list-style-type: none"> <li>WTP 57-66, 76-77</li> </ul>  | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>Video: Johnny Tremain</li> <li>Foldable of events leading to the revolution</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Flow map: Causes of the American Revolution;</li> <li>Multi-Flow map: Cause and effect of the American Revolution.</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| Foundations of Government – Declaration of Independence<br>Weeks #8-9   |   |
|---|---|
| <p><b>Learning Goal:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to identify and describe the basic ideas about government expressed in the Declaration of Independence.</li> </ol>   | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why was the Declaration of Independence written?</li> <li>2. How is the Declaration of Independence organized?</li> <li>3. What principles of government does the Declaration include?</li> <li>4. What reason does the Declaration give for independence?</li> <li>5. What complaints against the king does the Declaration include?</li> </ol>   |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b></p> <p>SS.7.C.1.1., SS.7.C.1.3., SS.7.C.1.4.,</p> <p>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.WHST.1.1., LAFS.68.RH.3.8., LAFS.68.WHST.3.9., LAFS.7.SL.1.1</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific task or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• Close Read, <a href="#">Declaration of Independence: Natural Rights and Grievances</a>;</li> <li>• Close Read, <a href="#">Excerpt from the Declaration of Independence</a>;</li> <li>• Read a transcript of <a href="#">The Declaration of Independence</a>, and categorize the list of grievances as social, economic or political as stated in the document;</li> <li>• CPALMS: <a href="#">Understanding the Declaration of Independence</a>;</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Analyzing the Declaration of Independence</a>;</li> <li>• CPALMS: <a href="#">American Self-Government: The First &amp; Second Continental Congress</a></li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

|   |  |  |   |   |  |   |   |   |  |   |  |
|---|--|--|---|---|--|---|---|---|--|---|--|
| <p><b>Essential Concepts:</b></p> <p>abolish, grievance, Loyalists, natural law, Patriots, Tories, tyranny, unalienable rights</p>  |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1031 402 1087 532">1</td> <td data-bbox="1087 402 1959 532">With help, a partial understanding of some of the simpler details and processes of <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated.<br/><b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1031 532 1087 662">2</td> <td data-bbox="1087 532 1959 662">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1031 662 1087 792">3</td> <td data-bbox="1087 662 1959 792">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the basic ideas about government expressed in the Declaration of Independence</i> are demonstrated.<br/><b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1031 792 1087 954">4</td> <td data-bbox="1087 792 1959 954">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated.<br/><b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |   | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated.<br><b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the basic ideas about government expressed in the Declaration of Independence</i> are demonstrated.<br><b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated.<br><b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated.<br><b>(I kinda-sorta get it.)</b>   |  |   |   |  |   |   |   |  |   |  |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated. <b>(I get it, but I can't explain it.)</b>  |  |   |   |  |   |   |   |  |   |  |
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| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the basic ideas about government expressed in the Declaration of Independence</i> is demonstrated.<br><b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>   |  |   |   |  |   |   |   |  |   |  |
| <p><b>Content/Text (Chapter, Page):</b></p> <ul style="list-style-type: none"> <li>WTP 67-74</li> <li>Civics In Practice Page 34, 38-41</li> </ul> <p>*Historical Documents - "The Declaration of Independence"</p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>Week 9 – "Declaration of Independence" Lesson 2</li> <li>Students create a "student friendly" Declaration of Independence</li> <li>Students take part in a simulation recreating the Constitutional Convention.</li> <li>HISTORY Video: "Declaration of Independence"</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Brace map: 3 parts of the Declaration of Independence</li> </ul> |   |  |   |   |   |  |   |  |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| Who We Are As Americans-Immigration/Naturalization<br>Week #10  |  |
|---|--|
| <b>Learning Goals:</b> <ol style="list-style-type: none"> <li>1. Students will describe why the United States is known as the nation of immigrants.</li> <li>2. Students will describe the process for becoming a United States citizen.</li> </ol>   | <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What is immigration, and why is the United States known as the nation of immigrants?</li> <li>2. How does one become a citizen of the United States?</li> </ol>  |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.2.1., SS.7.C.2.2.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.1., LAFS.68.RH.1.1., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.9., LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8., LAFS.68.WHST.3.9.<br><br>MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific task or projects.</li> </ul> <b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>• Examine the <a href="#">Naturalization Act of 1790</a> and list the qualifications of a U.S. citizen;</li> <li>• Summarize the steps to <a href="#">U.S. Citizenship</a>;</li> <li>• Recite <a href="#">The Oath of Allegiance to the United States of America</a> and reflect on its meaning in a journal entry;</li> <li>• Take a <a href="#">Naturalization Pre-Test</a>, and write an commentary defending the current practice that all new citizens must pass a naturalization test.</li> </ul> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Citizenship:It All Starts Here!</a>;</li> <li>• CPALMS: <a href="#">Immigration Nation</a>;</li> </ul> |



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|   |   |   |  |   |  |   |  |   |  |   |   |
|---|---|---|--|---|--|---|--|---|--|---|---|
| <p><b>Essential Concepts:</b></p> <p>census, citizen, demographics, government, migration, immigrants, immigration, naturalization</p>  |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1081 407 1144 513">1</td> <td data-bbox="1144 407 2016 513">With help, a partial understanding of some of the simpler details and processes for <i>becoming a United States citizen</i> is demonstrated. (I kinda-sorta get it.)</td> </tr> <tr> <td data-bbox="1081 513 1144 656">2</td> <td data-bbox="1144 513 2016 656">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes for <i>becoming a United States citizen</i> is demonstrated. (I get it, but I can't explain it.)</td> </tr> <tr> <td data-bbox="1081 656 1144 799">3</td> <td data-bbox="1144 656 2016 799">No major errors or omissions regarding any of the information and/or processes (simple or complex) for <i>becoming a United States citizen</i> are demonstrated. (I get it, and I can explain it to others!)</td> </tr> <tr> <td data-bbox="1081 799 1144 979">4</td> <td data-bbox="1144 799 2016 979">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about the <i>process for becoming a United States citizen</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes for <i>becoming a United States citizen</i> is demonstrated. (I kinda-sorta get it.) | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes for <i>becoming a United States citizen</i> is demonstrated. (I get it, but I can't explain it.) | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) for <i>becoming a United States citizen</i> are demonstrated. (I get it, and I can explain it to others!) | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about the <i>process for becoming a United States citizen</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!) |
| 1   | With help, a partial understanding of some of the simpler details and processes for <i>becoming a United States citizen</i> is demonstrated. (I kinda-sorta get it.)  |   |  |   |  |   |  |   |  |   |   |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes for <i>becoming a United States citizen</i> is demonstrated. (I get it, but I can't explain it.)                    |   |  |   |  |   |  |   |  |   |   |
| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) for <i>becoming a United States citizen</i> are demonstrated. (I get it, and I can explain it to others!)  |   |  |   |  |   |  |   |  |   |   |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about the <i>process for becoming a United States citizen</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!) |   |  |   |  |   |  |   |  |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p>Chapter 1: "We the People"</p> <ul style="list-style-type: none"> <li>• Sec. 2: "Who are U.S. citizens?"</li> <li>• Sec. 3: "The American People Today"</li> </ul> <p>TE pages: 2a – 2d, 2-25<br/>SE pages: 2-25</p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• HISTORY Video: "Arrival at Ellis Island"</li> <li>• <a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a></li> </ul> <p>Lesson Plan: Can I?</p>      | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>  | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Flow map: Steps to citizenship</li> </ul> |   |  |   |  |   |  |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|  |   |
|--|---|
| <b>What is a Citizen?</b><br><b>Week #11</b>   |   |
| <b>Learning Goals:</b> <ol style="list-style-type: none"> <li>Students will describe why we study Civics and be able to explain the importance of studying citizenship &amp; government.</li> <li>Students will describe what type of citizen is needed in a democracy.</li> </ol>   | <b>Essential Question:</b> <ol style="list-style-type: none"> <li>What are the obligations and responsibilities of Citizens?</li> <li>What types of citizens does a democracy need?</li> </ol>  |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.2.1., SS.7.C.2.2., SS.7.C.2.3.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.4., LAFS.68.RH.2.5., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.8., LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.7., LAFS.68.WHST.3.8., LAFS.68.WHST.3.9., LAFS.7.SL.1.1., LAFS.7.SL.1.3., LAFS.7.SL.2.4.<br><br>MAFS.K12.MP.3.1., MAFS.K12.MP.6.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>DBQ Project Essay;</li> <li>Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>Read Abraham Lincoln’s <a href="#">Gettysburg Address</a>, focusing on the last phrase: <i>and that government of the people, by the people, for the people, shall not perish from the earth</i>. Write a synopsis of what you think Lincoln meant by government of the people, by the people and for the people.</li> </ul> <p><b>THE DBQ PROJECT-<i>What Types of Citizens Does a Democracy Need?</i></b></p> <p><b>Teachers must choose between the following: The title above and “<i>How Did the Constitution Guide against Tyranny</i>” later in the semester.</b></p> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li><a href="#">Citizenship</a>;</li> <li>CPALMS: <a href="#">One Vote</a>;</li> <li>CPALMS: <a href="#">The Importance of Civic Participation</a>;</li> </ul> |



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|   |  |   |   |   |  |   |  |   |   |   |  |
|---|--|---|---|---|--|---|--|---|---|---|--|
| <p><b>Essential Concepts:</b></p> <p>alien, civics, census, citizen, demographics, government, immigrant, law of blood, law of soil, resident, selective service</p>  |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1041 402 1100 500">1</td> <td data-bbox="1108 402 1992 500">With help, a partial understanding of some of the simpler details and processes of <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1041 506 1100 630">2</td> <td data-bbox="1108 506 1992 630">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1041 636 1100 760">3</td> <td data-bbox="1108 636 1992 760">No major errors or omissions, regarding any of the information and/or processes (simple or complex) of <i>what types of citizens a democracy needs</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1041 766 1100 915">4</td> <td data-bbox="1108 766 1992 915">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |   | 1 | With help, a partial understanding of some of the simpler details and processes of <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions, regarding any of the information and/or processes (simple or complex) of <i>what types of citizens a democracy needs</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I kinda-sorta get it.)</b>   |   |   |   |  |   |  |   |   |   |  |
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| 3   | No major errors or omissions, regarding any of the information and/or processes (simple or complex) of <i>what types of citizens a democracy needs</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>  |   |   |   |  |   |  |   |   |   |  |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>what types of citizens a democracy needs</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>   |   |   |   |  |   |  |   |   |   |  |
| <p><b>Content/Text (Chapter, Page)</b></p> <p>Chapter 1: "We the People"</p> <ul style="list-style-type: none"> <li>• Sec. 1: "Civics in Our Lives"</li> <li>• Sec. 2: "Who are U.S. citizens?"</li> <li>• Sec. 3: "The American People Today"</li> </ul> <p>TE pages: 2a – 2d, 2-25<br/>SE pages: 2-25</p> <p>Chapter 4: "Rights and Responsibilities"</p> <ul style="list-style-type: none"> <li>• Sec. 3: "Citizens Duties and Responsibilities", pages 124-127</li> </ul> | <p><b>Suggested Activities and Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li>• <a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>• HISTORY Video: "Arrival at Ellis Island"</li> <li>• <a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a><br/>Lesson Plan: Can I?</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>  | <p><b>Webb's DOK</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Circle map: What is a citizen?</li> <li>• Bubble map: Qualities of a good citizen.</li> </ul> |   |  |   |  |   |   |   |  |



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| <b>Foundations of Government – The Articles of Confederation</b><br><b>Week #12</b>  |   |
|--|---|
| <b>Learning Goal:</b><br><br>1. Students will be able to identify and describe the weaknesses of the Articles of Confederation.  | <b>Essential Questions:</b><br><br>1. How did the Articles of Confederation organize the first national government?<br>2. What did the national government achieve and what problems did they face under the Articles of Confederation?<br>3. What was the effect of a weak national government on the United States?   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.1.5.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.3.8., LAFS.68.WHST.1.1., LAFS.68.WHST.3.9., | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignment(s):</b> <ul style="list-style-type: none"> <li>• Read an excerpt from the Journal of the Continental Congress, from <a href="#">March 1, 1781</a>, bottom of page 213 to 214, whereby Maryland delegates signed the ratification of the Articles of Confederation, thus The Articles were finally ratified by all thirteen states;</li> <li>• Summarize Articles I-III in your own words;</li> <li>• Watch this short video on <a href="#">Shays' Rebellion</a>, and prepare an editorial on whether or not you would have supported the rebellion.</li> </ul> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">From Confederation to Constitution</a>;</li> <li>• CPALMS: <a href="#">Wanted: A Just Right Government</a>;</li> </ul> |





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|  |   |  |   |   |   |   |   |   |   |   |   |
|--|---|--|---|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>confederation, Constitutional Convention, debt, legislature, Shays’ Rebellion, sovereignty</p>          |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1087 407 1136 532">1</td> <td data-bbox="1136 407 2018 532"> <p>With help, a partial understanding of some of the simpler details and processes of <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated.<br/><b>(I kinda-sorta get it.)</b></p> </td> </tr> <tr> <td data-bbox="1087 532 1136 657">2</td> <td data-bbox="1136 532 2018 657"> <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated. <b>(I get it, but I can’t explain it.)</b></p> </td> </tr> <tr> <td data-bbox="1087 657 1136 782">3</td> <td data-bbox="1136 657 2018 782"> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>describing the weaknesses of the Articles of Confederation</i> are demonstrated.<br/><b>(I get it, and I can explain it to others!)</b></p> </td> </tr> <tr> <td data-bbox="1087 782 1136 959">4</td> <td data-bbox="1136 782 2018 959"> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated.<br/><b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></p> </td> </tr> </table> |   | 1 | <p>With help, a partial understanding of some of the simpler details and processes of <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated.<br/><b>(I kinda-sorta get it.)</b></p> | 2 | <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated. <b>(I get it, but I can’t explain it.)</b></p> | 3 | <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>describing the weaknesses of the Articles of Confederation</i> are demonstrated.<br/><b>(I get it, and I can explain it to others!)</b></p> | 4 | <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated.<br/><b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></p> |
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| 3  | <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>describing the weaknesses of the Articles of Confederation</i> are demonstrated.<br/><b>(I get it, and I can explain it to others!)</b></p>   |  |   |   |   |   |   |   |   |   |   |
| 4  | <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>describing the weaknesses of the Articles of Confederation</i> is demonstrated.<br/><b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></p>   |  |   |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <ul style="list-style-type: none"> <li>WTP 93-102</li> <li>Civics in Practice – 35-37</li> </ul> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>ICIVICS<br/>(<a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a>)</li> <li>Week 10 – “Wanted: A Just Right Government”<br/><a href="http://www.icivics.org/teachers/lesson-plans/wanted-just-right-government">www.icivics.org/teachers/lesson-plans/wanted-just-right-government</a></li> <li>Library of Congress, Web Guide on <a href="#">The Articles of Confederation</a></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Tree map: Categorize the accomplishments, problems and outcomes of the Articles of Confederation.</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

## Structure of The Constitution – Philadelphia Convention and Compromises

### Week #13

|  |   |
|--|---|
| <p><b>Learning Goal:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to describe the ideals of government that the Framers agreed upon for the new Constitution.</li> </ol>  | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did the Framers resolve the conflict about representation in Congress?</li> <li>2. How did the Framers resolve the conflicts of tariffs and slavery?</li> </ol>  |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b></p> <p>SS.7.C.1.7., SS.7.C.1.8., SS.7.C.1.9., SS.7.C.2.4., SS.7.C.2.5., SS.7.C.3.3., SS.7.C.3.4., SS.7.C.3.5., SS.7.C.3.8., SS.7.C.3.11.</p> <p>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.WHST.1.1., LAFS.68.RH.3.8., LAFS.68.WHST.3.9., LAFS.7.SL.1.1</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific tasks or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• Close Reads, <a href="#">Federalist Papers #51-The Need for Government</a>;</li> <li>• Use the chart, <a href="#">A Comparative Chart between the Articles of Confederation and the Constitution</a> to write an essay comparing the two documents.</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPLAMS: <a href="#">Checks and Balances - Schoolhouse Rock</a>;</li> <li>• CPALMS: <a href="#">Civil Liberties: Safeguarding the Individual</a>;</li> <li>• CPALMS: <a href="#">Facts of Congress: Founders and Colonies</a>;</li> <li>• CPALMS: <a href="#">Federalist or Anti-Federalist?</a></li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|   |  |  |  |
|---|--|--|--|
| <p><b>Essential Concepts:</b></p> <p>approval of presidential appointments, armed forces, checks and balances, coin and print money, concurrent powers, compromise, constitutional government, convention, declare war, delegated powers, elastic clause, foreign relations, Framers, impeachment, implied powers, limited powers, naturalization laws, necessary and proper, regulation of immigrations, regulation of trade, republican form of government, separation of powers, tariffs</p> |  | <p><b>Scale:</b></p> <p>With help, a partial understanding of some of the simpler details and processes of <i>the ideals of government that the Framers agreed upon for the new Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b></p> <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the ideals of government that the Framers agreed upon for the new Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></p> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the ideals of government that the Framers agreed upon for the new Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the ideals of government that the Framers agreed upon for the new Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></p> |  |
| <p><b>Content/Text (Chapter, Page):</b></p> <ul style="list-style-type: none"> <li>• Civics in Practice</li> <li>• Chapter 2 – “Foundations of Government”</li> <li>• Sec. 3 – “A New Constitution”</li> <li>• WTP 106-128</li> </ul>   | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li>• <a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>• FJCC Curriculum-Unit II: Foundations of American Government:<br/>Week 11 - lesson 4: <i>How was the U.S. government organized under the Constitution? What is federalism?</i></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Circle map: Define the ideals of government that Framers agreed upon for the new Constitution;</li> <li>• Tree map: Categorize the conflicts the Framers needed to resolve before drafting the Constitution;</li> <li>• Double Bubble map: Compare and contrast Anti-Federalists vs. Federalists</li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| Structure of The Constitution – Compromises and Branches<br>Week #14  |  |
|---|--|
| <p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Students will describe the role of compromise in solving the issue of representation in the legislative branch.</li> <li>2. Students will describe the organization of the U.S. government and the process for changing the constitution.</li> </ol>  | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is compromise important in a democratic government?</li> <li>2. Why do people create, structure, and change governments?</li> </ol>   |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards ):</b></p> <p>SS.7.C.1.7., SS.7.C.1.8., SS.7.C.1.9., SS.7.C.2.4., SS.7.C.2.5., SS.7.C.3.3., SS.7.C.3.4., SS.7.C.3.5., SS.7.C.3.6., SS.7.C.3.8,</p> <p>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., ., LAFS.68.RH.3.8., LAFS.68.WHST.1.1., LAFS.68.WHST.2.4., LAFS.68.WHST.3.9., LAFS.7.SL.1.1., LAFS.7.SL.1.2.</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific tasks or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• Close Read <a href="#">Federalist Papers #51-Separation of Powers</a>;</li> <li>• Compare and contrast the Virginia Plan and New Jersey Plan, using this table, <a href="#">The Great Compromise</a>;</li> <li>• Summarize the structure of the U.S. Government, using this chart of the <a href="#">Three Branches</a>;</li> <li>• Review <a href="#">Constitutional Amendment Process</a>, and create a diagram that shows the amendment process;</li> <li>• Review <a href="#">The Bill of Rights</a>, and prepare a drawing depicting each one for a game of Pictionary.</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">"Do you Have an Eraser?" Amending the Constitution</a>;</li> <li>• CPALMS: <a href="#">The Three Branches of Government</a>;</li> <li>• CPALMS: <a href="#">Do I Have a Right? Bill of Rights Edition</a>;</li> <li>• CPALMS: <a href="#">Freedom of Expression</a>;</li> <li>• CPALMS: <a href="#">Help Restore the Bill of Rights!</a>;</li> <li>• CPALMS: <a href="#">How is Power Divided in the United States Government?</a>;</li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|---|--|--|--|---|--|---|--|---|--|---|--|
|   | <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">That's Your Right;</a></li> <li>• CPALMS: <a href="#">The Bill of Rights;</a></li> <li>• CPALMS: <a href="#">The Bill of Rights Match Game;</a></li> <li>• CPALMS: <a href="#">The Bill of Rights: Interactive Quiz;</a></li> </ul>   |  |  |   |  |   |  |   |  |   |  |
| <p><b>Essential Concepts:</b></p> <p>amendment, Anti-Federalist, Anti-Federalist Papers, checks and Balances, Executive Branch, Federalist, Federalist Papers, Great Compromise, Judicial Branch, Legislative Branch, ratification, separation of powers, supremacy clause</p>                | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1083 594 1146 683">1</td> <td data-bbox="1146 594 2018 683">With help, a partial understanding of some of the simpler details and processes of <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1083 683 1146 773">2</td> <td data-bbox="1146 683 2018 773">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1083 773 1146 862">3</td> <td data-bbox="1146 773 2018 862">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure of the U.S. Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1083 862 1146 979">4</td> <td data-bbox="1146 862 2018 979">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |  |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure of the U.S. Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b>   |  |  |   |  |   |  |   |  |   |  |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b>   |  |  |   |  |   |  |   |  |   |  |
| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure of the U.S. Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>   |  |  |   |  |   |  |   |  |   |  |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure of the U.S. Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>   |  |  |   |  |   |  |   |  |   |  |
| <p><b>Content/Text (Chapter, Page):</b></p> <p>Chapter 3 – “The United States Constitution”</p> <ul style="list-style-type: none"> <li>• Sec. 1: Ideals of the Constitution</li> <li>• Sec. 2: The Three Branches of Government</li> </ul> <p>TE pages: 82a-82d, 82-98<br/>SE pages: 82-9</p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS;</a></li> <li>• <a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li>• ICIVICS (<a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a>)</li> </ul> <p>Week 12: <i>Anatomy of the Constitution</i></p> <p><a href="http://www.icivics.org/teachers/lesson-plans/anatomy-constitution">www.icivics.org/teachers/lesson-plans/anatomy-constitution</a></p>  | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul> | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Bubble map: Describe compromise;</li> <li>• Brace map: Describe the parts of the U.S. government;</li> <li>• Flow map: Describe the process for changing the constitution.</li> </ul> |   |  |   |  |   |  |   |  |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

#### Structure of The Constitution – Preamble and Goals of Constitution

##### Week #15

###### Learning Goals:

1. Students will list, describe, and explain the goals of the U.S. government as outlined in the Constitution.
2. Students will list, describe, and explain the five principles of the U.S. government.

###### Essential Questions:

1. What are the goals of the U.S. Constitution?
2. What are the principles of U.S. government?

###### Standards & Benchmarks (NGSSS and the Florida Standards ):

SS.7.C.1.6., SS.7.C.1.7., SS.7.C.1.9., SS.7.C.3.5., SS.7.C.3.13.

LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., ., LAFS.68.RH.3.8., LAFS.68.WHST.1.1., LAFS.68.WHST.2.4., LAFS.68.WHST.3.9., LAFS.7.SL.1.1., LAFS.7.SL.1.2.

###### Assessments:

- Section quizzes;
- Chapter tests;
- Unit tests;
- Content specific tasks or projects.

###### Suggested Reading/Writing Assignment(s):

- Close Read, [The Preamble](#);
- Review this chart on the [Federal System](#) and prepare an essay comparing and contrasting the different powers;

###### Student Tutorials:

- CPALMS: [Understanding the Preamble](#);
- CPALMS: [Constitution Preamble - Schoolhouse Rock](#);
- CPALMS: [Inventing the American Presidency](#);
- CPALMS: [Separation of Powers and Checks and Balances](#);
- CPALMS: [Seven Principles of the U.S. Constitution](#);
- CPALMS: [Sortify: The U.S. Constitution](#);
- CPALMS: [The Constitution at Work](#);



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|   |  |   |   |
|---|--|---|---|
| <p><b>Essential Concepts:</b></p> <p>caucus, common defense, concurrent powers, delegated powers<br/>         domestic tranquility, federal system, general welfare, limited government,<br/>         justice, majority rule, minority rights, popular sovereignty, reserved powers,<br/>         rule of law</p> |  | <p><b>Scale:</b></p> <p>With help, a partial understanding of some of the simpler details and processes of <i>the goals and principles of the U.S. Constitution</i> is demonstrated.<br/> <i>(I kinda-sorta get it.)</i></p> <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the goals and principles of the U.S. Constitution</i> is demonstrated. <i>(I get it, but I can't explain it.)</i></p> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the goals and principles of the U.S. Constitution</i> are demonstrated.<br/> <i>(I get it, and I can explain it to others!)</i></p> <p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the goals and principles of the U.S. Constitution</i> is demonstrated.<br/> <i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i></p> |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <ul style="list-style-type: none"> <li>“The Constitution of the United States” – Preamble</li> </ul> <p>TE pages: 54/ SE pages: 54</p> <p>p. 88-92</p>  | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>Week 13 - <i>School House Rocks: The Preamble</i><br/> <a href="http://www.schooltube.com/video/03f9c858260a4da9b582/">http://www.schooltube.com/video/03f9c858260a4da9b582/</a></li> <li>Graphic Organizer for Federal/State/Shared Powers</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>  | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Tree map: Identify and define the goals of the U.S. government as outlined in the Constitution;</li> <li>Tree map: Identify, define, and explain the five key principles of U.S. government as found in the Constitution.</li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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| Structure of The Constitution – Separation of Powers<br>Week #16  |  |
|---|--|
| <p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Students will explain federalism.</li> <li>2. Students will list, describe, and explain the main responsibilities of each of the three branches of government.</li> </ol>   | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do federalism, separation of powers, and checks and balances work to limit the power of the U.S. government?</li> <li>2. Why does the Constitution provide for the separation of powers?</li> <li>3. Why are checks and balances important to our U.S. government?</li> </ol>   |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b></p> <p>SS.7.C.2.4., SS.7.C.3.3., SS.7.C.3.6., SS.7.C.3.8., SS.7.C.3.9., SS.7.C.3.13.</p> <p>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., ., LAFS.68.RH.3.8., LAFS.68.WHST.1.1., LAFS.68.WHST.2.4., LAFS.68.WHST.3.9., LAFS.7.SL.1.1., LAFS.7.SL.1.2.</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific tasks or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• Read <a href="#">Steps in Making a Bill a Law: The Federal Legislative Process</a> and create a diagram illustrating the law-making process;</li> <li>• Research the three branches of government using this link from the U.S. House of Representatives, <a href="#">The Three Branches of Government</a>, organize a list of the most important functions of each branch in preparation for a classroom discussion.</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Branches of Power</a>;</li> <li>• CPALMS: <a href="#">Branches of Power: Game On!</a>;</li> <li>• CPALMS: <a href="#">Branches of the Federal Government</a>;</li> <li>• CPALMS: <a href="#">Branch-O-Mania</a>;</li> <li>• CPALMS: <a href="#">Celebrate the Constitution Game</a>;</li> <li>• CPALMS: <a href="#">Constitution 101: An Introduction &amp; Overview to the U.S. Constitution</a>;</li> <li>• CPALMS: <a href="#">Constitution Board Game</a>;</li> <li>• CPALMS: <a href="#">Constitution: The Game; and</a>,</li> <li>• CPALMS: <a href="#">Overview of the Legislative Process</a>.</li> </ul> |





## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

|   |   |  |  |   |   |   |   |   |   |   |   |
|---|---|--|--|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>Executive Branch, checks and balances, federalism, Judicial Branch, Judicial Review, Legislative Branch, separation of powers, veto</p>                                    |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1081 407 1144 513">1</td> <td data-bbox="1144 407 2053 513">With help, a partial understanding of some of the simpler details and processes of <i>federalism in the U.S. Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1081 513 1144 656">2</td> <td data-bbox="1144 513 2053 656">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>federalism in the U.S. Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1081 656 1144 799">3</td> <td data-bbox="1144 656 2053 799">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>federalism in the U.S. Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1081 799 1144 979">4</td> <td data-bbox="1144 799 2053 979">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the federalism in the U.S. Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>federalism in the U.S. Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>federalism in the U.S. Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>federalism in the U.S. Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the federalism in the U.S. Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>federalism in the U.S. Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b>   |  |  |   |   |   |   |   |   |   |   |
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| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the federalism in the U.S. Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>   |  |  |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p>Chapter 3:</p> <ul style="list-style-type: none"> <li>• Sec. 2, "The Three Branches"</li> <li>• Sec. 3, "An Enduring Document"</li> </ul> <p>SE-pages 93-102</p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li>• <a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li>• FJCC Curriculum-Unit II: Foundations of American Government</li> <li>• Lesson 5 <i>The three branches of government</i></li> <li>• iCivics Lesson, <a href="#">Comparative Constitutions</a></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Circle map: Define federalism;</li> <li>• Tree map: List, describe and explain the main responsibilities of each of the three branches of government;</li> <li>• Brace map: Parts of the U.S. government</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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## Structure and Functions of the Branches of Government – Legislative

### Weeks #17

#### Learning Goals:

1. Students will explain and describe the structure, function, and processes of the Legislative Branch.

#### Essential Questions:

1. What powers does the Constitution give to the legislative branch?
2. In what ways does Congress play an important role in the U.S. democracy?
3. How does a bill become a law?

#### Standards & Benchmarks (NGSSS and the Florida Standards ):

SS.7.C.3.3., SS.7.C.3.4., SS.7.C.3.8., SS.7.C.3.9.

LACC.68.RH.1.1., LACC.68.RH.1.2., LACC.68.RH.1.3., LACC.68.RH.2.4.,  
LACC.68.RH.2.6., LACC.68.RH.3.7., LACC.68.RH.3.9., LACC.68.WHST.1.1.,  
LACC.68.WHST.1.2., LACC.68.WHST.2.4., LACC.68.WHST.2.6.,  
LACC.68.WHST.3.8., LACC.68.WHST.3.9.

MPCC.K12.MP.1.1., MPCC.K12.MP.3.1., MPCC.K12.MP.5.1.,  
MPCC.K12.MP.6.1.

#### Assessments:

- Section quizzes;
- Chapter tests;
- Unit tests;
- Content specific tasks or projects.

#### Suggested Reading/Writing Assignments:

- [Close Read: The Legislative Branch](#);
- Create a help wanted ad for a Member of Congress (MOC); Research a Member of Congress (MOC) that represents you and your family using the [Govtrack website](#), prepare a biographical essay to include: background information, past and present offices held, and current voting record;
- Review information on [Article I](#) of the Constitution, make a list of the powers of Congress using the document for support;
- Prepare to debate this question: The U.S. Congress has too much power;
- Create a diagram/flow chart that shows how a bill becomes a law.

#### Student Tutorials:

- CPALMS: [How Are Laws Made?](#);
- CPALMS: [Facts of Congress: Amendments](#);
- CPALMS: [Committees](#);
- CPALMS: [Federal Budget Allocation](#);
- CPALMS: [House and Senate](#);
- CPALMS: [How a Bill Becomes a Law - Schoolhouse Rock](#);
- CPALMS: [How a Bill Becomes a Law](#);
- CPALMS: [Law Craft](#);



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|  |  |  |   |   |   |   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|---|---|---|---|
|  | <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Represent Me!</a>;</li> <li>• CPALMS: <a href="#">Representative Numbers; and,</a></li> <li>• CPALMS: <a href="#">Securities and Exchange Commission;</a></li> </ul>  |  |   |   |   |   |   |   |   |   |   |
| <p><b>Essential Concepts:</b></p> <p>appropriation bill, bicameral legislature, bill, committees, Elastic Clause, filibuster, gerrymandering, impeach, implied powers, majority leader, minority leader, pocket veto, President pro tempore of the Senate, Speaker of the House, veto, whip</p>  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1071 592 1144 682">1</td> <td data-bbox="1144 592 2053 682">With help, a partial understanding of some of the simpler details and processes of <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1071 682 1144 803">2</td> <td data-bbox="1144 682 2053 803">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1071 803 1144 917">3</td> <td data-bbox="1144 803 2053 917">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structures, functions and processes of the legislative branch</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1071 917 1144 1063">4</td> <td data-bbox="1144 917 2053 1063">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |  |   | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structures, functions and processes of the legislative branch</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1  | With help, a partial understanding of some of the simpler details and processes of <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I kinda-sorta get it.)</b>  |  |   |   |   |   |   |   |   |   |   |
| 2  | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I get it, but I can't explain it.)</b>  |  |   |   |   |   |   |   |   |   |   |
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| 4  | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structures, functions and processes of the legislative branch</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>  |  |   |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b><br/>Chapter 5 – “The Legislative Branch”</p> <ul style="list-style-type: none"> <li>• Sec. 1: “The Senate and the House of Representatives”</li> <li>• Sec. 2: “How Congress is Organized”</li> <li>• Sec. 3: “The Powers of Congress”</li> <li>• Sec. 4 : “How a Bill Becomes a Law”</li> </ul> <p>TE pages: 132a-132d, 132-155<br/>SE pages: 132-155</p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS;</a></li> <li>• <a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li>• <a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a></li> <li>• Lesson Plan: “Why do we have a House and Senate anyways?”</li> <li>• Students Take Action Activities – TE Pg. 132d “Public Policy Development”</li> </ul>   | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul> | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>• Tree Map: Describe and explain the structure, function, and processes of the Legislative Branch;</li> <li>• Double Bubble: Compare and contrast the two houses of Congress;</li> <li>• Flow Map: How a bill becomes a law</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

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|  |   |
|--|---|
| <b>Review Week for Exams/Exams<br/>Week #18</b>                      |   |
| <b>Learning Goal:</b>  | <b>Essential Question(s):</b>   |
| <b>Standards &amp; Benchmarks (NGSSS and The Florida Standards):</b> | <b>Assessment:</b><br><br><b>Suggested Reading/Writing Assignments:</b> |
| <b>Essential Concepts:</b>   | <b>Scale:</b>   |



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| Content/Text (Chapter, Page) | Suggested Activities and Resources: | Reading Activities:                  | Webb's DOK                         |
|------------------------------|-------------------------------------|--------------------------------------|------------------------------------|
|                              |                                     | Before:<br><br>During:<br><br>After: | <a href="#">DOK Question Stems</a> |



## M/J Civics #2106010

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#### The Foundation and Structure of the U.S. Constitution: Executive Branch

##### Weeks #19

###### Learning Goal:

1. Students will list and explain the structure, function, and processes of the Executive Branch.

###### Essential Questions:

1. What are the powers of the Executive Branch of our government?
2. What are the qualifications and terms of office for the presidency?
3. List and describe the roles and powers of the President.
4. How does the President influence the legislative and judicial branches?

###### Standards & Benchmarks (NGSSS and the Florida Standards):

SS.7.C.3.3., SS.7.C.3.4., SS.7.C.3.8., SS.7.C.3.9.

LACC.68.RH.1.1., LACC.68.RH.1.1., LACC.68.RH.1.1., LACC.68.RH.2.4.,  
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LACC.68.WHST.3.9.

MPCC.K12.MP.1.1., MPCC.K12.MP.3.1., MPCC.K12.MP.5.1., MPCC.K12.MP.6.1.

###### Assessments:

- Section quizzes;
- Chapter tests;
- Unit tests; and,
- Content specific tasks or projects.

###### Suggested Reading/Writing Assignments:

- [Close Read: The Executive Branch](#);
- Review [Article II](#) of the Constitution, and create an outline of the powers and responsibilities of the Executive Branch;
- Recite the [Presidential Oath of Office](#);
- Review the [Inaugural Address](#) of a President of your choosing, and select the most important line from the speech. Defend your position using support from the speech;
- [Close Read: JFK Inaugural Address](#);
- Review the most recent [State of the Union Address](#), identify three new ideas/programs that President Obama promotes in this speech, use support from the document;
- Create a chart that names all the current Cabinet Members;
- CPALMS lesson, [Obama: The Editorials](#)

###### Student Tutorials:

- CPALMS: [Bureaucracy: A Controversial Necessity](#);
- CPALMS: [Executive Branch People](#);
- CPALMS: [Executive Command](#);
- CPALMS: [Executive Power - Running the Government](#)



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|---|--|--|--|---|--|---|---|---|--|---|--|
| <p><b>Essential Concepts:</b></p> <p>ambassadors, bureaucracy, cabinet, Commander-in-Chief, diplomacy, diplomat, embassy, Executive, foreign policy, native-born, pardon, presidential appointment, Presidential succession, treaties</p>   |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1129 407 1192 526">1</td> <td data-bbox="1192 407 1990 526">With help, a partial understanding of some of the simpler details and processes of <i>the main functions and powers of the Executive Branch</i> is demonstrated.<br/><i>(I kinda-sorta get it.)</i></td> </tr> <tr> <td data-bbox="1129 526 1192 644">2</td> <td data-bbox="1192 526 1990 644">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the main functions and powers of the Executive Branch</i> is demonstrated. <i>(I get it, but I can't explain it.)</i></td> </tr> <tr> <td data-bbox="1129 644 1192 763">3</td> <td data-bbox="1192 644 1990 763">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the main functions and powers of the Executive Branch</i> are demonstrated.<br/><i>(I get it, and I can explain it to others!)</i></td> </tr> <tr> <td data-bbox="1129 763 1192 898">4</td> <td data-bbox="1192 763 1990 898">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the main functions and powers of the Executive Branch</i> is demonstrated.<br/><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i></td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the main functions and powers of the Executive Branch</i> is demonstrated.<br><i>(I kinda-sorta get it.)</i> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the main functions and powers of the Executive Branch</i> is demonstrated. <i>(I get it, but I can't explain it.)</i> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the main functions and powers of the Executive Branch</i> are demonstrated.<br><i>(I get it, and I can explain it to others!)</i> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the main functions and powers of the Executive Branch</i> is demonstrated.<br><i>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</i> |
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| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u><br/>Chapter 6 – “The Executive Branch”</p> <ul style="list-style-type: none"> <li>Section 1: The Presidency, pgs. 160-162;</li> <li>Section 2: Powers and Role of the President, pgs. 164-166;</li> <li>Section 3: Executive Departments and the Cabinet, pgs. 168-170;</li> <li>Section 4: Independent Agencies and Regulatory Commissions, pgs. 171-173</li> </ul> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS;</a></li> <li><a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li>HISTORY Video: “Barack Obama”<br/><a href="http://www.icivics.org/products/lesson-plans">http://www.icivics.org/products/lesson-plans</a> Lesson Plan: Executive Branch</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Bubble map: Describe the characteristics of a President;</li> <li>Tree map: List and explain the structure, function, and processes of the Executive Branch.</li> </ul> |   |  |   |   |   |  |   |  |

**The Foundation and Structure of the U.S. Constitution: The Judicial Branch, Rule of Law, and the Structure of the Courts**  
**Weeks #20-21**



## M/J Civics #2106010

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| <p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Students will explain the structure, functions, and processes of the judicial branch.</li> <li>2. Students will describe in what ways the United States is a nation of laws.</li> <li>3. Students will explain why there is a need for laws and courts in our society.</li> </ol>   | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the structure, functions, and processes that shape the judicial branch?</li> <li>2. In what ways is the United States a nation of laws?</li> <li>3. What is the difference between civil, criminal, constitutional, and military law/courts?</li> <li>4. Compare the roles of state and federal courts.</li> <li>5. Describe the role of the Supreme Court.</li> <li>6. What is rule of law?</li> </ol>  |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b></p> <p>SS.7.C.1.7., SS.7.C.1.9., SS.7.C.2.5., SS.7.C.3.3., SS.7.C.3.8., SS.7.C.3.10., SS.7.C.3.11., SS.7.C.3.12.</p> <p>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.13., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.9., LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8.</p> <p>MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1.</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• MOYA; and,</li> <li>• Content specific tasks or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Close Read: The Judicial Branch</a>;</li> <li>• Review Article III, Sections 1 and 2 of <a href="#">The Constitution</a> and summarize the main ideas;</li> <li>• Using a variety of resources, prepare a biographical sketch on one current member of <a href="#">The Supreme Court</a>.</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">A Conversation on the Origin, Nature, and Importance of the Supreme Court</a>;</li> <li>• CPALMS: <a href="#">Court Quest</a>;</li> <li>• CPALMS: <a href="#">Courts in the Classroom: An Interactive Journey into Civics</a>;</li> <li>• CPALMS: <a href="#">Criminal vs. Civil Court Cases</a>; and,</li> <li>• CPALMS: <a href="#">Supreme Decision</a></li> </ul> |





## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

|  |   |  |  |   |   |   |   |   |   |   |   |
|--|---|--|--|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>appeal, appellate court, appellate process, authority of law, Chief Justice, circuit courts, civil law, concurring opinion, constitutional law, county courts, criminal law, dissenting opinion, District Court of Appeals, <i>ex post facto</i>, Florida Supreme Court, <i>habeas corpus</i>, independent judiciary, military law, judge, judicial review, jurisdiction, jury, juvenile law, justice, precedent, privacy, remand, rule of law summary judgment, U.S. Circuit Court of Appeals, U.S. District Courts, U.S. Supreme Court, trial court</p> |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 407 1283 505">1</td> <td data-bbox="1283 407 2053 505">With help, a partial understanding of some of the simpler details and processes of <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I kinda-sorta get it.)</td> </tr> <tr> <td data-bbox="1226 505 1283 667">2</td> <td data-bbox="1283 505 2053 667">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I get it, but I can't explain it.)</td> </tr> <tr> <td data-bbox="1226 667 1283 797">3</td> <td data-bbox="1283 667 2053 797">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure, function, and role of the judicial branch</i> are demonstrated. (I get it, and I can explain it to others!)</td> </tr> <tr> <td data-bbox="1226 797 1283 964">4</td> <td data-bbox="1283 797 2053 964">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I kinda-sorta get it.) | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I get it, but I can't explain it.) | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure, function, and role of the judicial branch</i> are demonstrated. (I get it, and I can explain it to others!) | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!) |
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| 2  | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I get it, but I can't explain it.)   |  |  |   |   |   |   |   |   |   |   |
| 3  | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure, function, and role of the judicial branch</i> are demonstrated. (I get it, and I can explain it to others!)   |  |  |   |   |   |   |   |   |   |   |
| 4  | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure, function, and role of the judicial branch</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)   |  |  |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <p>Chapter 7 – “The Judicial Branch”</p> <ul style="list-style-type: none"> <li>Section 1: Equal Justice Under the Law, pgs. 180-183;</li> <li>Section 2: The Federal Court System, pgs. 185-188</li> <li>Section 3: The Supreme Court, pgs. 189-192;</li> </ul> <p>Chapter 16: “Citizenship and the Law”</p> <ul style="list-style-type: none"> <li>Section 2: The Criminal Justice System, pgs. 388-392;</li> <li>Section 3: Juvenile Crime, pgs. 394-399</li> </ul>  | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS;</a></li> <li><a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li>HISTORY Video: “Thurgood Marshall: Justice for All”</li> <li><a href="http://www.icivics.org/products/lesson-plans:">http://www.icivics.org/products/lesson-plans:</a> Judicial Branch</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Circle map: Discuss why there is a need for laws/rules in society;</li> <li>Tree map: List and explain the structure, function, and processes of the Executive Branch.</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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| <b>Changes to the Constitution: The Bill of Rights and the Other Amendments</b><br><b>Weeks #22-24</b>  |  |
|---|--|
| <b>Learning Goals:</b> <ol style="list-style-type: none"> <li>Students will list, describe, and give examples of the rights and freedoms of U.S. citizens.</li> <li>Students will list and describe amendments, beyond the Bill of Rights, that expanded the civil rights of Americans.</li> </ol>  | <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>Why was the Bill of Rights added to the Constitution?</li> <li>What freedoms are guaranteed by the First Amendment?</li> <li>Why are the rights of the accused important?</li> <li>What amendments, in addition to the Bill of Rights, extended Americans' voting and civil rights?</li> </ol>  |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7. C.2.4., SS.7. C.2.5., SS.7.C.2.6., SS.7.C.2.10., SS.7.C.3.6., SS.7.C.3.7.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.8., LAFS.68.RH.3.9.,<br>LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.5., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8., LAFS.68.WHST.3.9., LAFS.68.WHST.4.10.<br><br>ELD.K12.ELL.SI.1.1., ELD.K12.ELL.SS.1.1.<br><br>MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>Section quizzes;</li> <li>Chapter tests;</li> <li>Unit tests; and,</li> <li>Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>From the National Archives: <a href="#">Congress and the Bill of Rights in History and Today</a>;</li> <li>Write a summary of the Bill of Rights in modern language defining necessary terms; Explain an example in U.S. History or an example in the life of the presenters that involves one of the first ten amendments;</li> <li>Create a visual aide for teaching an amendment;</li> <li>Create a skit depicting an amendment being violated.</li> </ul> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>CPALMS: <a href="#">A 3-Minute Guide to the Bill of Rights</a>;</li> <li>CPALMS: <a href="#">A History of Protest at the White House</a>;</li> <li>CPALMS: <a href="#">Do I Have a Right?</a>;</li> <li>CPALMS: <a href="#">FAQs: Juries</a>;</li> <li>CPALMS: <a href="#">Make Your Case</a>;</li> <li>CPALMS: <a href="#">Seize the Vote!</a></li> </ul> |



## M/J Civics #2106010

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|   |  |  |   |   |   |   |   |   |   |   |   |
|---|--|--|---|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>assembly, bail, Bill of Rights, civil disobedience, civil rights, Civil Rights Act of 1964, Civil Rights Act of 1968, cruel and unusual punishment, double jeopardy, due process of law, economic freedom, eminent domain, equal protection under the law, Equal Rights Amendment, forced internment, jury duty, petition, pleading the fifth, poll tax, Presidential succession, property rights, right to bear arms, right to legal counsel, quartered, search and seizure, self-incrimination, separation of church and state, states' rights, suffrage, trial by jury, unenumerated rights, Voting Rights Act of 1965, warrant</p> |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 407 1283 526">1</td> <td data-bbox="1283 407 2053 526">With help, a partial understanding of some of the simpler details and processes of <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1226 526 1283 672">2</td> <td data-bbox="1283 526 2053 672">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1226 672 1283 790">3</td> <td data-bbox="1283 672 2053 790">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure, function, and rights contained in the amendments to the Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1226 790 1283 938">4</td> <td data-bbox="1283 790 2053 938">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |   | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure, function, and rights contained in the amendments to the Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I kinda-sorta get it.)</b>  |  |   |   |   |   |   |   |   |   |   |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I get it, but I can't explain it.)</b>  |  |   |   |   |   |   |   |   |   |   |
| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the structure, function, and rights contained in the amendments to the Constitution</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>  |  |   |   |   |   |   |   |   |   |   |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the structure, function, and rights contained in the amendments to the Constitution</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>  |  |   |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <p>Chapter 4: "Rights and Responsibilities"</p> <ul style="list-style-type: none"> <li>Section 1: Bill of Rights, pgs. 110-117</li> </ul>  | <p><b>Suggested Activities &amp; Resources:</b></p> <p>FJCC Curriculum- Unit II Foundations of American Government:</p> <ul style="list-style-type: none"> <li>Week 16 – lesson 6:</li> <li>Week 17 - lesson 9:</li> <li>ICIVICS (<a href="http://www.icivics.org/products/lesson-plans">http://www.icivics.org/products/lesson-plans</a>)</li> <li>Week 16 – "Bill of Rights: You Mean I've Got Rights" <a href="http://www.icivics.org/teachers/lesson-plans/bill-rights-you-mean-ive-got-rights">lesson</a></li> <li>Week 16 – "Do I have a Right" <a href="http://www.icivics.org/games/do-i-have-right">Game</a></li> </ul> <p>Bill of Rights Institute:</p> <ul style="list-style-type: none"> <li><a href="http://billofrightsinstitute.org/engage/">Games</a></li> </ul> | <p><b>Reading Strategies:</b></p> <p><a href="#">Before Reading Strategies</a><br/> <a href="#">During Reading Strategies</a><br/> <a href="#">After Reading Strategies</a><br/> <a href="#">Strategies for Building Vocabulary</a></p>  | <p><b>Webb's DOK:</b></p> <p><a href="#">DOK Question Stems</a></p> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Brace map: Five freedoms found in the First Amendment;</li> <li>Tree map: List and describe and give examples of freedoms of U.S. citizens;</li> <li>Tree map: List and categorize the freedoms found in the amendments.</li> </ul> |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

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| <b>Landmark Supreme Court Cases</b><br><b>Week #25-26</b>  |   |
|--|---|
| <b>Learning Goal:</b><br><br>1. Students will be able to analyze the significance and impact of landmark Supreme Court cases.  | <b>Essential Question:</b><br><br>1. What changes have resulted from landmark Supreme Court cases in the United States?   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.2.4., SS.7.C.2.5., SS.7.C.3.3., SS.7.C.3.6., SS.7.C.3.8., SS.7.C.3.12.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.3.7., LAFS.68.RH.3.9.,<br>LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6.,<br>LAFS.68.WHST.3.8., LAFS.68.WHST.3.9.<br><br>MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>• Research a specific <a href="#">Landmark Supreme Court Case</a>, and prepare an editorial for or against the decision;</li> <li>• How does the Supreme Court affect your life? Read "<a href="#">10 Supreme Court Cases Every Teen Should Know</a>" to learn about rulings on issues from prayer in school to corporal punishment to drug testing of student athletes. Create a pamphlet, poster or podcast to teach others about their constitutional rights as interpreted by our nation's highest court.</li> </ul> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Journey Through Justice: Our Federal Courts</a>;</li> <li>• CPALMS: <a href="#">The Supreme Court and Equal Rights: Two Famous Cases</a>;</li> <li>• CPALMS: <a href="#">Argument Wars</a>;</li> <li>• CPALMS: <a href="#">Korematsu and Civil Liberties</a>;</li> </ul> |



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|   |   |  |  |   |   |   |   |   |   |   |   |
|---|---|--|--|---|---|---|---|---|---|---|---|
| <p><b>Essential Concepts:</b></p> <p>‘clear and present danger’, cruel and unusual punishment, Equal Protection Clause, Judicial Review, juvenile rights, Miranda Rights, ‘once free, always free principle’, rights of the accused, school prayer, Separate but Equal Doctrine, segregation, social reform</p> <p>Landmarks cases: <i>District of Columbia v. Heller</i>, <i>Marbury v. Madison</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Gideon v. Wainwright</i>, <i>Miranda v. Arizona</i>, <i>in re Gault</i>, <i>Tinker v. Des Moines</i>, <i>Hazelwood v. Kuhlmer</i>, <i>United States v. Nixon</i>, <i>Bush v. Gore</i></p> |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 407 1283 496">1</td> <td data-bbox="1289 407 2039 496">With help, a partial understanding of some of the simpler details and processes of <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1226 501 1283 613">2</td> <td data-bbox="1289 501 2039 613">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I get it, but I can’t explain it.)</b></td> </tr> <tr> <td data-bbox="1226 618 1283 730">3</td> <td data-bbox="1289 618 2039 730">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the impact of landmark Supreme Court Cases on the United States</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1226 735 1283 878">4</td> <td data-bbox="1289 735 2039 878">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I get it, but I can’t explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the impact of landmark Supreme Court Cases on the United States</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
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| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the impact of landmark Supreme Court Cases on the United States</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>   |  |  |   |   |   |   |   |   |   |   |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the impact of landmark Supreme Court Cases on the United States</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>   |  |  |   |   |   |   |   |   |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <ul style="list-style-type: none"> <li>Supreme Court Decisions, pgs. R14-R24.</li> </ul>   | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>Movie: Gideon’s Trumpet</li> <li><a href="#">M/J Civics 2106010-CPALMS</a>;</li> <li><a href="#">FJCC Middle School Applied Civics Curriculum</a>;</li> <li><a href="#">Landmark Supreme Court Cases from the Bill of Right Institute</a></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb’s DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p>Thinking maps:</p> <ul style="list-style-type: none"> <li>Tree map: List, describe and explain the landmark Supreme Court cases studies;</li> <li>Bridge map: relating factor: impact on U.S. society;</li> <li>Multi-Flow map: Cause and effect on a particular landmark Supreme Court case.</li> </ul> |   |   |   |   |   |   |   |   |
| <p><b>Electing Leaders and the Political System</b></p>   |   |  |  |   |   |   |   |   |   |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| Weeks #27-29  |   |
|---|---|
| <p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Students will describe the role of political parties, the campaign process, strategies, and party platforms.</li> <li>2. Students will describe the different types of elections and primaries.</li> <li>3. Students will explain the role of interest groups and lobbyists.</li> <li>4. Students will be able to analyze the role of the media and political communications.</li> </ol>  | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the two-party system work in the United States?</li> <li>2. How do voters elect their political representatives?</li> <li>3. How does a citizen register to vote, and what is the role of a citizen in the political process?</li> <li>4. How does the media influence citizens and their participation?</li> </ol>   |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b></p> <p>SS.7.C.2.3., SS.7.C.2.6., SS.7.C.2.8., SS.7.C.2.9., SS.7.C.2.10., SS.7.C.2.11., SS.7.C.2.13., SS.7.C.4.1., SS.7.C.4.3.</p> <p>LACC.68.RH.1.1., LACC.68.RH.1.2., LACC.68.RH.1.3., LACC.68.RH.2.4., LACC.68.RH.3.7., LACC.68.RH.3.9., LACC.68.WHST.1.1., LACC.68.WHST.1.2., LACC.68.WHST.2.4., LACC.68.WHST.2.6., LACC.68.WHST.3.8., LACC.68.WHST.3.9.</p> <p>MACC.K12.MP.1.1., MACC.K12.MP.3.1., MACC.K12.MP.5.1., MACC.K12.MP.6.1.</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific tasks or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Research voter registration in Florida</a>;</li> <li>• Participate in a <a href="#">Mock Election Simulation</a>; and,</li> <li>• CPALMS: <a href="#">Picturing World Wars: The Great War &amp; The Greatest Generation at War</a>;</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Party On: Political Parties in America</a>;</li> <li>• CPALMS: <a href="#">Becoming the President</a>;</li> <li>• CPALMS: <a href="#">Cast Your Vote!</a></li> <li>• CPALMS: <a href="#">Citizen Participation</a>;</li> <li>• CPALMS: <a href="#">Citizens Unite!</a>;</li> <li>• CPALMS: <a href="#">Congressional Communication</a>;</li> <li>• CPALMS: <a href="#">Fling the Teacher</a>;</li> <li>• CPALMS: <a href="#">Headed to the White House</a>;</li> <li>• CPALMS: <a href="#">Mass Media and Presidential Campaigns</a>;</li> <li>• CPALMS: <a href="#">Political Parties and Conventions</a>;</li> <li>• CPALMS: <a href="#">Presidential Candidates and Primary Elections</a></li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

|   |   |  |  |   |  |   |  |   |  |   |  |
|---|---|--|--|---|--|---|--|---|--|---|--|
| <p><b>Essential Concepts:</b></p> <p>Communist Party, Democratic Party, Electoral College, general election, independent voter, Libertarian Party, lobbying, lobbyist, platform, political action committee, political party, primaries, Republican Party, Socialist Party, special interest groups, watchdog</p>   |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 407 1283 505">1</td> <td data-bbox="1283 407 2053 505">With help, a partial understanding of some of the simpler details and processes of <i>how the two-party system works in the United States</i> is demonstrated. (I kinda-sorta get it.)</td> </tr> <tr> <td data-bbox="1226 505 1283 667">2</td> <td data-bbox="1283 505 2053 667">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>how the two-party system works in the United States</i> is demonstrated. (I get it, but I can't explain it.)</td> </tr> <tr> <td data-bbox="1226 667 1283 797">3</td> <td data-bbox="1283 667 2053 797">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>how the two-party system works in the United States</i> are demonstrated. (I get it, and I can explain it to others!)</td> </tr> <tr> <td data-bbox="1226 797 1283 964">4</td> <td data-bbox="1283 797 2053 964">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>how the two-party system works in the United States</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>how the two-party system works in the United States</i> is demonstrated. (I kinda-sorta get it.) | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>how the two-party system works in the United States</i> is demonstrated. (I get it, but I can't explain it.) | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>how the two-party system works in the United States</i> are demonstrated. (I get it, and I can explain it to others!) | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>how the two-party system works in the United States</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!) |
| 1   | With help, a partial understanding of some of the simpler details and processes of <i>how the two-party system works in the United States</i> is demonstrated. (I kinda-sorta get it.)  |  |  |   |  |   |  |   |  |   |  |
| 2   | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of <i>how the two-party system works in the United States</i> is demonstrated. (I get it, but I can't explain it.)  |  |  |   |  |   |  |   |  |   |  |
| 3   | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>how the two-party system works in the United States</i> are demonstrated. (I get it, and I can explain it to others!)  |  |  |   |  |   |  |   |  |   |  |
| 4   | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>how the two-party system works in the United States</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)  |  |  |   |  |   |  |   |  |   |  |
| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <p>Chapter 10: "Electing Leaders"</p> <ul style="list-style-type: none"> <li>Section 1: A Two-Party System, pgs. 252-254;</li> <li>Section 2: Political Party Organization, pgs. 255-257;</li> <li>Section 3: The Right to Vote, pgs. 259-261;</li> <li>Section 4: Nominating and Electing Leaders, pgs. 263-265.</li> </ul> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS;</a></li> <li><a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li>HISTORY Video: "The Electoral College"</li> <li><a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a>-Lesson Plan: Voting Rights</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Circle map: Define political parties;</li> <li>Flow map: steps to register to vote or steps to being elected President;</li> <li>Single-sided Multi-flow map: Effect of media influence on citizens and participation.</li> </ul> |   |  |   |  |   |  |   |  |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

|  |  |
|--|--|
| <b>U.S. Foreign Policy</b><br><b>Weeks #30-31</b>  |  |
| <b>Learning Goals:</b> <ol style="list-style-type: none"> <li>1. Students will list, define, and compare U.S. foreign policy goals.</li> <li>2. Students will analyze the level of participation in international organizations.</li> <li>3. Students will be able to identify and compare the role of the US in international conflicts.</li> </ol>   | <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What key concepts relate to U.S. foreign policy?</li> <li>2. What is the difference between domestic and foreign policy?</li> <li>3. What are the implications of foreign policy?</li> </ol>   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.C.4.1., SS.7.C.4.2., SS.7.C.4.3.<br><br>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.8., LAFS.68.RH.3.9., LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8., LAFS.68.WHST.3.9.<br><br>MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific tasks or projects.</li> </ul> <b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>• <a href="#">Close Read: Foreign Relations Part 1</a>;</li> <li>• <a href="#">Close Read: Foreign Relations Part II</a>;</li> <li>• Review the <a href="#">Preamble to the U.N. Charter</a>;</li> <li>• Craft a persuasive speech on to the most import goal of the organization;</li> <li>• Research the U.N.'s <a href="#">Universal Declaration of Human Rights</a> and prepare a bulleted list of the core ideas of this document.</li> </ul> <b>Student Tutorials:</b> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Foreign and Domestic Policy</a>;</li> <li>• CPALMS: <a href="#">International Organizations</a>;</li> <li>• CPALMS: <a href="#">The Marshall Plan</a>;</li> </ul> |





## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|  |   |   |   |   |  |   |  |   |  |   |   |
|--|---|---|---|---|--|---|--|---|--|---|---|
| <p><b>Essential Concepts:</b></p> <p>alliances, allies, ambassadors, balance of power, balance of trade, Bay of Pigs, Cuban Missile Crisis, diplomacy, diplomats, doctrine, domestic affairs, embassies, executive agreement, foreign aid, foreign affairs, foreign policy, General Assembly, Gulf Wars I and II, interdependence, International Court of Justice, international relations, Iran Hostage Crisis, isolationism, Korean War, national security, NAFTA, NATO, NGO, Peace Corps, Secretary of State, Security Council, summit, terrorism, treaty, United Nations, UNICEF, Vietnam War, World Court, World Health Organization, World Trade Organization, World War I, World War II</p> |   | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1230 409 1281 506">1</td> <td data-bbox="1289 409 2037 506">With help, a partial understanding of some of the simpler details and <i>processes that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1230 513 1281 669">2</td> <td data-bbox="1289 513 2037 669">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1230 675 1281 799">3</td> <td data-bbox="1289 675 2037 799">No major errors or omissions regarding any of the information and/or processes (simple or complex) <i>that identify the key concepts of U.S. foreign policy</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1230 805 1281 958">4</td> <td data-bbox="1289 805 2037 958">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>identifying the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |   | 1 | With help, a partial understanding of some of the simpler details and <i>processes that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) <i>that identify the key concepts of U.S. foreign policy</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>identifying the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
| 1  | With help, a partial understanding of some of the simpler details and <i>processes that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I kinda-sorta get it.)</b>  |   |   |   |  |   |  |   |  |   |   |
| 2  | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, but I can't explain it.)</b>                  |   |   |   |  |   |  |   |  |   |   |
| 3  | No major errors or omissions regarding any of the information and/or processes (simple or complex) <i>that identify the key concepts of U.S. foreign policy</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b>  |   |   |   |  |   |  |   |  |   |   |
| 4  | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>identifying the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b>             |   |   |   |  |   |  |   |  |   |   |
| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <p>Chapter 22: "Foreign Policy"</p> <ul style="list-style-type: none"> <li>Section 1: Conducting Foreign Relations, pgs. 584-589;</li> <li>Section 2: Working for Peace, pgs. 590-596;</li> <li>Section 3: The United Nations, pgs. 598-600</li> </ul> <p>Chapter 23: "Charting a Course"</p> <ul style="list-style-type: none"> <li>Section 1: Development of U.S. Foreign Policy, pgs. 608-612.</li> </ul>  | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS;</a></li> <li><a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li>United Nations: <a href="#">Guide to the UN Cyberschoolbus</a></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>  | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Double Bubble map: Compare and contrast foreign and domestic policy;</li> <li>Tree map: Identify, define and describe the international organizations that the U.S. belongs to;</li> <li>Bridge map: relating factor: U.S. involvement.</li> </ul> |   |  |   |  |   |  |   |   |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| Federal, State and Local Government<br>Week #32  |   |
|--|---|
| <p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Students will describe government services at each level of government.</li> <li>2. Students will describe the types of taxes collected at each level of government.</li> </ol>  | <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the obligations and services of governments at the local, state, and federal level?</li> <li>2. How does the government raise money and manage the national budget process?</li> </ol>  |
| <p><b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b></p> <p>SS.7.C.2.3., SS.7.C.2.12., SS.7.C.2.14., SS.7.C.3.4., SS.7.C.3.8., SS.7.C.3.11., SS.7.C.3.13., SS.7.C.3.14., SS.7.E.2.1.</p> <p>LAFS.68.RH.1.1., LAFS.68.RH.1.2., LAFS.68.RH.1.3., LAFS.68.RH.2.4., LAFS.68.RH.2.5., LAFS.68.RH.2.6., LAFS.68.RH.3.7., LAFS.68.RH.3.8., LAFS.68.RH.3.9., LAFS.68.WHST.1.1., LAFS.68.WHST.1.2., LAFS.68.WHST.2.4., LAFS.68.WHST.2.6., LAFS.68.WHST.3.8., LAFS.68.WHST.3.9.</p> <p>MAFS.K12.MP.1.1., MAFS.K12.MP.3.1., MAFS.K12.MP.5.1., MAFS.K12.MP.6.1.</p> | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests; and,</li> <li>• Content specific tasks or projects.</li> </ul> <p><b>Suggested Reading/Writing Assignments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Close Read: Paying for Government</a>;</li> <li>• Read this opinion piece, <a href="#">The Curse of California's Proposition 13</a>, and prepare a list of bullet points for a class debate;</li> <li>• Complete a <a href="#">1040 EZ tax form</a>, use this <a href="#">Sample W-2</a> and <a href="#">Sample 1040 EZ Form</a> to help;</li> <li>• Create a brochure about our community, see pg. 359 in text; and,</li> <li>• CPALMS: <a href="#">Fun with the Florida Constitution: A Constitutional Scavenger Hunt</a>;</li> </ul> <p><b>Student Tutorials:</b></p> <ul style="list-style-type: none"> <li>• CPALMS: <a href="#">Activate</a>;</li> <li>• CPALMS: <a href="#">National Park Service</a>;</li> <li>• CPALMS: <a href="#">People's Pies</a>;</li> <li>• CPALMS: <a href="#">Social Security</a>;</li> <li>• CPALMS: <a href="#">The Budget Process</a>; and,</li> <li>• CPALMS: <a href="#">The Impact of Congress</a></li> </ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|  |  |  |  |   |  |   |  |   |  |   |  |
|--|--|--|--|---|--|---|--|---|--|---|--|
| <p><b>Essential Concepts:</b></p> <p>balanced budget, bonds, deficit, fees, fines, Florida Declaration of Rights, interest, income tax, mayor, national debt, progressive tax, property tax, regressive tax, revenue, sales tax, school boards, tariff</p>   |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 407 1283 496">1</td> <td data-bbox="1283 407 2053 496">With help, a partial understanding of some of the simpler details and processes of the <i>services provided at each level of government</i> is demonstrated. (I kinda-sorta get it.)</td> </tr> <tr> <td data-bbox="1226 496 1283 615">2</td> <td data-bbox="1283 496 2053 615">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of the <i>services provided at each level of government</i> is demonstrated. (I get it, but I can't explain it.)</td> </tr> <tr> <td data-bbox="1226 615 1283 704">3</td> <td data-bbox="1283 615 2053 704">No major errors or omissions regarding any of the information and/or processes (simple or complex) of the <i>services provided at each level of government</i> are demonstrated. (I get it, and I can explain it to others!)</td> </tr> <tr> <td data-bbox="1226 704 1283 821">4</td> <td data-bbox="1283 704 2053 821">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about the <i>services provided at each level of government</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of the <i>services provided at each level of government</i> is demonstrated. (I kinda-sorta get it.) | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of the <i>services provided at each level of government</i> is demonstrated. (I get it, but I can't explain it.) | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of the <i>services provided at each level of government</i> are demonstrated. (I get it, and I can explain it to others!) | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about the <i>services provided at each level of government</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!) |
| 1  | With help, a partial understanding of some of the simpler details and processes of the <i>services provided at each level of government</i> is demonstrated. (I kinda-sorta get it.)   |  |  |   |  |   |  |   |  |   |  |
| 2  | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes of the <i>services provided at each level of government</i> is demonstrated. (I get it, but I can't explain it.)   |  |  |   |  |   |  |   |  |   |  |
| 3  | No major errors or omissions regarding any of the information and/or processes (simple or complex) of the <i>services provided at each level of government</i> are demonstrated. (I get it, and I can explain it to others!)   |  |  |   |  |   |  |   |  |   |  |
| 4  | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about the <i>services provided at each level of government</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)   |  |  |   |  |   |  |   |  |   |  |
| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <p>Chapter 12: "Paying for Government"</p> <ul style="list-style-type: none"> <li>Section 1: Raising Money, pgs. 294-298;</li> <li>Section 2: Types of Taxes; pgs. 299-303;</li> <li>Section 3: Manage the Country's Money, pgs. 305-308</li> </ul> <p>Chapter 15: Citizenship in the Community</p> <ul style="list-style-type: none"> <li>Section 1: Kinds of Communities, pgs. 362-365;</li> <li>Section 2: Purposes of Communities, 366-369;</li> <li>Section 3: Citizens Serve Communities, pgs. 371-374</li> </ul> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">M/J Civics 2106010-CPALMS;</a></li> <li><a href="#">FJCC Middle School Applied Civics Curriculum;</a></li> <li><a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a>-Lesson Plan: "Money Matters"</li> <li><a href="#">No Taxation without Calculation: Filling Out Tax Returns</a> lesson plan;</li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li><a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> <p><b>Thinking Maps:</b></p> <ul style="list-style-type: none"> <li>Brace map: types of government;</li> <li>Tree map: Categorize the obligations and services of governments at the local, state, and federal level</li> <li>Double Bubble map: Compare and contrast local v. state government or state v. federal government</li> </ul> |   |  |   |  |   |  |   |  |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

\*\*Students in M/J Civics, Advanced #2106020 will be required to develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

| <b>EOCA and State Assessment<br/>Weeks #33-34</b>  |   |
|--|---|
| <b>Learning Goal:</b><br><br>1. Students will review in preparation for the Civics EOCA. | <b>Essential Questions:</b>   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b>                     | <b>Assessments:</b> <ul style="list-style-type: none"><li>• Section quizzes;</li><li>• Chapter tests;</li><li>• Unit tests;</li><li>• Content specific tasks or projects;</li><li>• EOYA Assessment; and,</li><li>• Civics EOC.</li></ul> <b>Suggested Reading/Writing Assignments:</b> |



## M/J Civics #2106010

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|                                      |  |  |   |
|--------------------------------------|--|--|---|
| <b>Essential Concepts:</b>           |  | <b>Scale:</b>  |   |
| <b>Content/Text (Chapter, Page):</b> | <b>Suggested Activities &amp; Resources:</b> | <b>Reading Strategies:</b> <ul style="list-style-type: none"><li>• <a href="#">Before Reading Strategies</a></li><li>• <a href="#">During Reading Strategies</a></li><li>• <a href="#">After Reading Strategies</a></li><li>• <a href="#">Strategies for Building Vocabulary</a></li></ul> | <b>Webb's DOK:</b> <ul style="list-style-type: none"><li>• <a href="#">DOK Question Stems</a></li></ul> |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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#### The DBQ Project, *Search and Seizure: Did the Government Go Too Far?*

##### Week #35

###### Learning Goal:

1. Students will use primary and secondary resources to write an argumentative essay using text-based evidence to defend their conclusions about a specific court case.

###### Essential Question:

1. Search and Seizure: Did the Government Go Too Far?

###### Standards & Benchmarks (NGSSS and the Florida Standards):

SS.7.C.2.4., SS.7.C.2.5., SS.7.C.2.6., SS.7.C.2.7., SS.7.C.2.11., SS.C.2.13.

LACC.68.RH.1.1., LACC.68.RH.1.2., LACC.68.RH.2.4., LACC.68.RH.3.7., LACC.68.RH.3.9.,  
LACC.68.WHST.1.1., LACC.68.WHST.1.2., LACC.68.WHST.2.4., LACC.68.WHST.2.6.,  
LACC.68.WHST.3.8., LACC.68.WHST.3.9.

MACC.K12.MP.1.1., MACC.K12.MP.3.1., MACC.K12.MP.5.1., MACC.K12.MP.6.1.

###### Assessments:

- The DBQ Essay

**REQUIRED: The DBQ Project: *Search and Seizure: Did the Government Go Too Far?***

###### Student Tutorials:

- CPALMS: [Public Criticisms of Congress;](#)



## M/J Civics #2106010

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|  |  |   |  |   |   |   |   |   |   |   |  |
|--|--|---|--|---|---|---|---|---|---|---|--|
| <p><b>Essential Concepts:</b></p> <p>precedent, search and seizure, warrant</p>  |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 407 1283 505">1</td> <td data-bbox="1283 407 2053 505">With help, a partial understanding of some of the simpler details and processes to answer the question, <i>Search and Seizure: Did the Government Go Too Far</i> is demonstrated. (I kinda-sorta get it.)</td> </tr> <tr> <td data-bbox="1226 505 1283 667">2</td> <td data-bbox="1283 505 2053 667">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>Search and Seizure: Did the Government Go Too Far</i> is demonstrated. (I get it, but I can't explain it.)</td> </tr> <tr> <td data-bbox="1226 667 1283 829">3</td> <td data-bbox="1283 667 2053 829">No major errors or omissions regarding any of the information and/or processes (simple or complex) to answer the question, <i>Search and Seizure: Did the Government Go Too Far</i> are demonstrated. (I get it, and I can explain it to others!)</td> </tr> <tr> <td data-bbox="1226 829 1283 997">4</td> <td data-bbox="1283 829 2053 997">In addition to Score 3.0, in-depth inferences and applications that go beyond what was learned about, <i>Search and Seizure: Did the Government Go Too Far</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes to answer the question, <i>Search and Seizure: Did the Government Go Too Far</i> is demonstrated. (I kinda-sorta get it.) | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>Search and Seizure: Did the Government Go Too Far</i> is demonstrated. (I get it, but I can't explain it.) | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) to answer the question, <i>Search and Seizure: Did the Government Go Too Far</i> are demonstrated. (I get it, and I can explain it to others!) | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was learned about, <i>Search and Seizure: Did the Government Go Too Far</i> is demonstrated. (I get it, I can explain it to others, and I can extend my understanding to new situations!) |
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| <p><b>Content/Text (Chapter, Page):</b></p> <p>The DBQ Project-<i>Search and Seizure: Did the Government Go Too Far?</i></p> | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>The DBQ Project documents</li> </ul>  | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li><a href="#">Before Reading Strategies</a></li> <li><a href="#">During Reading Strategies</a></li> <li><a href="#">After Reading Strategies</a></li> <li>Strategies for Building Vocabulary</li> </ul>  | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li><a href="#">DOK Question Stems</a></li> </ul> |   |   |   |   |   |   |   |  |



## M/J Civics #2106010

### \*\*M/J Civics Advanced #2106020

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|  |  |
|--|--|
| <b>Economics</b><br><b>Week #36</b>  |  |
| <b>Learning Goal:</b><br><br>1. Students will explain the principles of the economy of the United States.  | <b>Essential Questions:</b><br><br>1. What fundamental concepts help explain the U.S. economic system?<br>2. What concepts and relationships can be used to describe the U.S. economy and the world economy?   |
| <b>Standards &amp; Benchmarks (NGSSS and the Florida Standards):</b><br><br>SS.7.E.1.1., SS.7.E.1.2., SS.7.E.1.3., SS.7.E.1.4., SS.7.E.1.5., SS.7.E.2.1., SS.7.E.2.2., SS.7.E.2.3., SS.7.E.2.4., SS.7.E.2.5., SS.7.E.3.3.<br><br>LAFS.68.RH.1.2., LAFS.68.RH.2.4., LAFS.68.RH.3.7. | <b>Assessments:</b> <ul style="list-style-type: none"> <li>• Section quizzes;</li> <li>• Chapter tests;</li> <li>• Unit tests;</li> <li>• Content specific tasks or projects; and,</li> <li>• Final Exam.</li> </ul><br><b>Suggested Reading/Writing Assignments:</b> <ul style="list-style-type: none"> <li>• <a href="#">Close Read: Corporations;</a></li> <li>• <a href="#">Close Read: Labor Unions;</a></li> </ul> |





## M/J Civics #2106010

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|  |  |  |  |   |  |   |  |   |  |   |  |
|--|--|--|--|---|--|---|--|---|--|---|--|
| <p><b>Essential Concepts:</b></p> <p>capital, capitalism, choice, currency, diversified economy, free enterprise, free market, Gross Domestic Product, labor, law of demand, law of supply, market economy, natural resources, opportunity cost, profit, scarcity, supply and demand</p> |  | <p><b>Scale:</b></p> <table border="1"> <tr> <td data-bbox="1226 402 1283 500">1</td> <td data-bbox="1283 402 2053 500">With help, a partial understanding of some of the simpler details and processes of <i>the fundamental concepts that make-up the U.S. economic system</i> is demonstrated. <b>(I kinda-sorta get it.)</b></td> </tr> <tr> <td data-bbox="1226 500 1283 662">2</td> <td data-bbox="1283 500 2053 662">No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, but I can't explain it.)</b></td> </tr> <tr> <td data-bbox="1226 662 1283 797">3</td> <td data-bbox="1283 662 2053 797">No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the fundamental concepts that make-up the U.S. economic system</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b></td> </tr> <tr> <td data-bbox="1226 797 1283 959">4</td> <td data-bbox="1283 797 2053 959">In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the fundamental concepts that make-up the U.S. economic system</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b></td> </tr> </table> |  | 1 | With help, a partial understanding of some of the simpler details and processes of <i>the fundamental concepts that make-up the U.S. economic system</i> is demonstrated. <b>(I kinda-sorta get it.)</b> | 2 | No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes <i>that identify the key concepts of U.S. foreign policy</i> is demonstrated. <b>(I get it, but I can't explain it.)</b> | 3 | No major errors or omissions regarding any of the information and/or processes (simple or complex) of <i>the fundamental concepts that make-up the U.S. economic system</i> are demonstrated. <b>(I get it, and I can explain it to others!)</b> | 4 | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught about <i>the fundamental concepts that make-up the U.S. economic system</i> is demonstrated. <b>(I get it, I can explain it to others, and I can extend my understanding to new situations!)</b> |
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| <p><b>Content/Text (Chapter, Page):</b></p> <p><u>Civics in Practice</u></p> <p>Chapter 17, p. 446-470<br/>         Chapter 18, p. 471-499<br/>         Chapter 19, p. 500-529<br/>         Chapter 20, p. 530-551<br/>         Chapter 21, p. 552-577</p>                               | <p><b>Suggested Activities &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">M/J Civics 2106010-CPALMS</a></li> <li>• Mission Game with 15 interactive levels on Personal Finance:</li> <li>• <a href="http://www.econedlink.org/interactives/gen-i-revolution.php">http://www.econedlink.org/interactives/gen-i-revolution.php</a></li> <li>• HISTORY Video: "FDR's New Deal"</li> <li>• <a href="http://www.icivics.org/teachers">http://www.icivics.org/teachers</a>: People's Pie (federal budget)</li> <li>• Labor Unions Video: <a href="http://www.youtube.com/watch?v=ubIWYT7nGdU">http://www.youtube.com/watch?v=ubIWYT7nGdU</a></li> </ul> | <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Before Reading Strategies</a></li> <li>• <a href="#">During Reading Strategies</a></li> <li>• <a href="#">After Reading Strategies</a></li> <li>• <a href="#">Strategies for Building Vocabulary</a></li> </ul>   | <p><b>Webb's DOK:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">DOK Question Stems</a></li> </ul> |   |  |   |  |   |  |   |  |

## GRADE: 7

### Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.G.1.1     | Locate the fifty states and their capital cities in addition to the nation's capital on a map.   |
| SS.7.G.1.2     | Locate on a world map the territories and protectorates of the United States of America.<br><br><i>Remarks/Examples:</i><br>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands. |
| SS.7.G.1.3     | Interpret maps to identify geopolitical divisions and boundaries of places in North America.   |

Standard 2: Understand physical and cultural characteristics of places.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| SS.7.G.2.1     | Locate major cultural landmarks that are emblematic of the United States.<br><br><i>Remarks/Examples:</i><br>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam. |
| SS.7.G.2.2     | Locate major physical landmarks that are emblematic of the United States.<br><br><i>Remarks/Examples:</i><br>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.   |
| SS.7.G.2.3     | Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.  |
| SS.7.G.2.4     | Describe current major cultural regions of North America.<br><br><i>Remarks/Examples:</i><br>Examples are the South, Rust-belt, Silicon Valley.   |

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

| BENCHMARK CODE | BENCHMARK |
|----------------|-----------|
|----------------|-----------|

|            |  |
|------------|--|
| SS.7.G.3.1 | Use maps to describe the location, abundance, and variety of natural resources in North America. |
|------------|--|

Standard 4: Understand the characteristics, distribution, and migration of human populations.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.G.4.1     | Use geographic terms and tools to explain cultural diffusion throughout North America.   |
| SS.7.G.4.2     | Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. |

Standard 5: Understand how human actions can impact the environment.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.G.5.1     | Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.<br><br><i>Remarks/Examples:</i><br>Examples are tri-county mangrove decimation, beach erosion. |

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| SS.7.G.6.1     | Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.<br><br><i>Remarks/Examples:</i><br>Examples are population density, changes in census data, and district reapportionment over time. |

**Strand: ECONOMICS**

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| SS.7.E.1.1     | Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.  |
| SS.7.E.1.2     | Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit. |
| SS.7.E.1.3     | Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of   |

|            |   |
|------------|---|
|            | the mixed market economy in the United States.  |
| SS.7.E.1.4 | Discuss the function of financial institutions in the development of a market economy.  |
| SS.7.E.1.5 | Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.  |
| SS.7.E.1.6 | Compare the national budget process to the personal budget process.<br><br><i>Remarks/Examples:</i><br>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations. |

**Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.**

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.E.2.1     | Explain how federal, state, and local taxes support the economy as a function of the United States government.   |
| SS.7.E.2.2     | Describe the banking system in the United States and its impact on the money supply.<br><br><i>Remarks/Examples:</i><br>Examples are the Federal Reserve System and privately owned banks. |
| SS.7.E.2.3     | Identify and describe United States laws and regulations adopted to promote economic competition.  |
| SS.7.E.2.4     | Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.  |
| SS.7.E.2.5     | Explain how economic institutions impact the national economy.<br><br><i>Remarks/Examples:</i><br>Examples are the stock market, banks, credit unions.                                     |

**Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.**

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.E.3.1     | Explain how international trade requires a system for exchanging currency between and among nations.   |
| SS.7.E.3.2     | Assess how the changing value of currency affects trade of goods and services between nations.   |
| SS.7.E.3.3     | Compare and contrast a single resource economy with a diversified economy.   |
| SS.7.E.3.4     | Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator. |

## Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| SS.7.C.1.1     | Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. |
| SS.7.C.1.2     | Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.  |
| SS.7.C.1.3     | Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.   |
| SS.7.C.1.4     | Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.   |
| SS.7.C.1.5     | Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.  |
| SS.7.C.1.6     | Interpret the intentions of the Preamble of the Constitution.   |
| SS.7.C.1.7     | Describe how the Constitution limits the powers of government through separation of powers and checks and balances.   |
| SS.7.C.1.8     | Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.  |
| SS.7.C.1.9     | Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.   |

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.C.2.1     | Define the term "citizen," and identify legal means of becoming a United States citizen.   |
| SS.7.C.2.2     | Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.  |
| SS.7.C.2.3     | Experience the responsibilities of citizens at the local, state, or federal levels.<br><br><i>Remarks/Examples:</i><br>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.7.C.2.4     | Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.  |
| SS.7.C.2.5     | Distinguish how the Constitution safeguards and limits individual rights.  |
| SS.7.C.2.6     | Simulate the trial process and the role of juries in the administration of justice.  |
| SS.7.C.2.7     | Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.   |
| SS.7.C.2.8     | Identify America's current political parties, and illustrate their ideas about government.   |
| SS.7.C.2.9     | Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.   |

|             |   |
|-------------|---|
| SS.7.C.2.10 | Examine the impact of media, individuals, and interest groups on monitoring and influencing government.   |
| SS.7.C.2.11 | Analyze media and political communications (bias, symbolism, propaganda).   |
| SS.7.C.2.12 | Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. |
| SS.7.C.2.13 | Examine multiple perspectives on public and current issues.   |
| SS.7.C.2.14 | Conduct a service project to further the public good.<br><br><i>Remarks/Examples:</i><br>The project can be at the school, community, state, national, or international level.                      |

**Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| SS.7.C.3.1            | Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).  |
| SS.7.C.3.2            | Compare parliamentary, federal, confederal, and unitary systems of government.   |
| SS.7.C.3.3            | Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.   |
| SS.7.C.3.4            | Identify the relationship and division of powers between the federal government and state governments.   |
| SS.7.C.3.5            | Explain the Constitutional amendment process.  |
| SS.7.C.3.6            | Evaluate Constitutional rights and their impact on individuals and society.  |
| SS.7.C.3.7            | Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.   |
| SS.7.C.3.8            | Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.  |
| SS.7.C.3.9            | Illustrate the law making process at the local, state, and federal levels.   |
| SS.7.C.3.10           | Identify sources and types (civil, criminal, constitutional, military) of law.   |
| SS.7.C.3.11           | Diagram the levels, functions, and powers of courts at the state and federal levels.   |
| SS.7.C.3.12           | Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore. |
| SS.7.C.3.13           | Compare the constitutions of the United States and Florida.  |
| SS.7.C.3.14           | Differentiate between local, state, and federal governments' obligations and services.   |

**Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.**

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| SS.7.C.4.1     | Differentiate concepts related to United States domestic and foreign policy.   |
| SS.7.C.4.2     | Recognize government and citizen participation in international organizations.<br><br><i>Remarks/Examples:</i><br>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice. |
| SS.7.C.4.3     | Describe examples of how the United States has dealt with international conflicts.   |

## **Attachment D. Reading Curriculum**



## **BNS Literacy Program**

Reading, writing, and literacy in general will permeate all aspects of the school. The framework for reading instruction will include explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. Literacy instruction will be incorporated into all subject areas at BNS, which in turn will deepen students' understanding in those topical areas. Content area informational text may be used to instruct and reinforce reading strategies. Leveled texts will be utilized in science and social studies to support the cross-disciplinary nature of the BNS program and to support students in making connections. Reading logs, graphic organizers, practice in composing short and extended responses, and reflective journals are just a few examples of the ways in which reading and writing will be integrated throughout the BNS greenSTEAM program.

In addition to BNS's interdisciplinary focus on reading and writing across the curriculum, strategies to support reading development will include:

- **Classroom Library** – The print-rich environment will include classroom libraries of quality literature that includes material written at varying reading levels and in a variety of genres. These collections will include multi-leveled text sets that are related to various topics in the areas of science, math and social studies. The resources will also be multi-leveled to meet the spectrum of reading levels in the classroom. The physical layout of the classrooms will provide easy access to reading materials during literacy center time within the daily reading block as well as throughout the day.
- **Word Walls** – Teachers will create word walls of high frequency words, word patterns, phonic elements, and interesting, unique, or exciting words. Word wall activities will support student practice in recognizing words quickly and accurately.
- **Literacy Stations** – Centers or stations will be established within the classroom that allow students to work independently or in small groups. At these centers students will engage in a variety of independent activities to reinforce and extend learning, including practicing reading, writing, speaking, listening, and working with letters, sounds, and words.
- **Sustained Silent Reading** – Periods of sustained silent reading will be incorporated into the reading block as well as throughout the school day to help students build stamina for increasingly longer and more challenging text. Reading logs, reaction journals, and book pass or story summary activities will retain student interest and help them connect to the text.

Babcock Neighborhood School will implement the Charlotte County Public Schools Comprehensive Research-Based Reading Plan (CRRP). As described in Section 4, the BNS reading program mirrors Florida's 6 + 4 + ii + iii formula for reading success:

- **Six areas of reading** – Oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension
- **Four types of assessment** – Screening, progress monitoring, diagnosis, outcome measures
- **Initial instruction** – A minimum 90-minute reading block, incorporating the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design

- Immediate intensive intervention (iii) – To include small group or one-on-one, for students with reading deficiencies for a minimum of 20-30 minutes per day until deficiency is remediated

The district has adopted i-Ready Diagnostic, an effective tool for conducting periodic progress monitoring checks. It is our intent that BNS also will utilize i-Ready. The i-Ready online program is used to diagnose students' strengths and weaknesses in phonemic awareness, phonics, high frequency words, vocabulary, and comprehension, using both literary and informational passages. The program provides an individual instructional path that may be implemented online for individual students or face-to-face in small groups or one-to-one settings. The instructional path meets the students at their current reading level, adapting instruction by either accelerating or remediating depending on the students need. CCPS uses i-Ready to place students in the appropriate MTSS level or tier. Effective use of the tool will prevent any undue delay in providing needed supports to struggling students and determining the most appropriate next steps to ensure proper student placement.

At the elementary school level, screening will be conducted via FLKRS (incoming kindergarteners) and i-Ready. Students who are referred to the problem solving team due to reading difficulties also may be administered the Diagnostic Assessment in Reading (DAR) or the Developmental Reading Assessment (DRA). Ongoing progress monitoring will be conducted using running records, DRA, or i-Ready. If applicable, students receiving interventions through programs that have embedded progress monitoring measures will participate in those assessments. The FSA ELA will be used to measure student outcomes for grades three through five; i-Ready will be used for students in kindergarten through grade two.

At the middle school level, students who performed at Level 2 or below on the prior year's FSA ELA will be administered the Florida Assessments for Instruction in Reading (FAIR). The FAIR also will be used for progress monitoring with middle grades students and as the outcome measure.

Implementing the district's reading plan, we will use the state-adopted Pearson Reading Street Florida Common Core edition as the comprehensive core reading program (CCRP) in the elementary grades. Reading Street curriculum, instructional methods, and assessments are aligned with the LAFS and comprehensively address the six areas of reading listed above. The Sleuth component of Reading Street emphasizes higher level questioning techniques that exemplify the expectations of Webb's Depth of Knowledge. In Sleuth, informational text is written in the format of an investigative scenario to promote questioning techniques that require deep critical thinking. This presentation aligns well with BNS's inquiry-based greenSTEAM approach. All students will receive this core instruction, differentiated to meet individual students' needs, and participate in periodic screening to identify struggling learners who need additional support.

Reading instruction in the elementary grades is provided during a 120-minute block that allows for uninterrupted core reading instruction for period of 90 minutes and an additional 30 minutes of supplemental or immediate, intensive intervention. Reflecting the importance of literacy development at BNS, elementary students also receive 45 minutes of instruction in language arts (i.e., writing process, spelling, handwriting) in addition to the extended reading block. Targeted literacy interventions also may be integrated into the language arts class.

Reading is integrated into English class for middle grades students. Instruction in BNS's middle grades English language arts classrooms will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to the Florida Standards. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information and media literacy

Students not making adequate progress in the core curriculum will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress (i.e., tier 2). A key component of Reading Street is its response to intervention (RtI) kit utilized with below level students. The RtI kit can be used to differentiate instruction in tier 1 as well as to provide more targeted support as part of tier 2.

My Sidewalks is a companion program to Reading Streets that can be used in tier 2 as well as in tier 3 for students who require a comprehensive intervention reading program (CIRP) in addition to core instruction. My Sidewalks provides individualized, intensive interventions that target students' skill deficits for the remediation of existing problems and the prevention of more severe problems. My Sidewalks also has been shown to be effective with students with disabilities who are performing one to two years below grade level. In addition to My Sidewalks, other supplemental and intensive programs and strategies that may be used based upon the unique needs of individual students include:

- Fast Forward
- BrainPop
- Ready Florida – LAFS
- I-Ready Online Tools for Instruction
- Leveled readers
- Leveled Literacy Intervention
- Words their Way
- FCRR Literacy Centers
- Thinking Maps
- Reader's Handbook (6, 7, 8)
- CRISS

The school's MTSS leadership team will closely monitor student progress in reading, including baseline, midyear, and end-of-year assessment. We will follow the CCPS Assessment/Curriculum Decision Tree (included in this attachment) which demonstrates how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

Students who score at Level 2 or below on the FSA ELA will be administered diagnostic assessments to identify the specific nature and extent of the learning difficulty. Students who have intervention needs in the areas of decoding and/or text reading efficiency will have extended time for reading intervention. This extended time may include, but is not limited to, an elective course in reading to accelerate foundational reading skills. The teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) will be adequate

to implement the intervention course. This reading intervention course will include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching the FSA ELA

Students who are not in need of decoding or text reading efficiency will receive instruction in content area classes through a content area reading intervention.

In addition to being encouraged to complete the Next Generation Content Area Reading-Professional Development (NGCAR-PD) training or pursue a reading endorsement, content area and elective teachers will be trained on and implement a system such as Project CRISS to incorporate literacy instruction into their subject areas. As a professional development program for teachers that aims to improve reading, writing, and learning for 3rd- through 12th-grade students, Project CRISS (CReating Independence through Student-owned Strategies) aligns very well with the vision and mission of BNS. It does not require a change in the curriculum or materials being used in the classroom, but instead calls upon teachers to modify their teaching style to focus on three primary concepts derived from cognitive psychology and brain research: (1) students monitor their learning to assess when they have understood content, (2) students integrate new information with prior knowledge, and (3) students are actively involved in the learning process through discussing, writing, organizing information, and analyzing the structure of text to help improve comprehension. Teachers incorporate these concepts into their regular classroom instruction through the use of comprehension strategies such as using background knowledge, questioning, organizing graphically, and summarizing. By calling for students to apply these comprehension strategies to content they encounter, to gain an understanding of when and how it is most appropriate to use these strategies, and to learn to use the strategies that work best for them, Project CRISS teaches them metacognitive skills that will serve them well as they pursue challenging careers.

**CCPS CRRP Assessment/Curriculum Decision Tree – K-2**

| Administer i-Ready Diagnostic K-2  |  | YRS<br>RSY   | AP1 July/Aug<br>AP1 Aug/Sept | AP2 Nov/Dec<br>AP2 Dec/Jan | AP3 May<br>AP3 Mar/Apr |
|--|--|--|------------------------------|----------------------------|------------------------|
| <b>Green Success Zone</b>  | <b>Yellow Success Zone</b>   | <b>Red Success Zone</b>  |                              |                            |                        |
| <b>If:</b><br>i-Ready Tier 1/Profile 5 (scores on or above level):   | <b>If:</b><br>i-Ready Tier 2/Profile 3-4 (up to one year below grade level)  | <b>If:</b><br>i-Ready Tier 3/Profile 1-2 (one year + below grade level)  |                              |                            |                        |
| <b>Then:</b> <ul style="list-style-type: none"> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>Provide differentiated small group instruction using appropriate leveled text.</li> <li>Provide a variety of opportunities to strengthen content reading and research through centers.</li> </ul> <b>Programs and Materials:</b> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core)</li> <li>Online Pearson SuccessNet</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Delivery during the 90 minute reading block</li> <li>FCRR Literacy Center Follow-up</li> <li>Literacy Circles/ Literature Circles</li> <li>Cmaps tool on CPALMS</li> <li>Individualized Instructional Path on i-Ready</li> </ul> Extension of activities through technology | <b>Then:</b> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core):</li> <li>Compare to other assessment data (i.e. unit tests)</li> <li>Use Listening or Reading Comprehension,</li> <li>Provide enhanced instruction in the high level reasoning skills</li> <li>Utilize Thinking Maps Strategies, vocabulary (tier 2 words) and reading comprehension. Strategies should include but are limited to: Explicit and implicit questioning, Retelling, Summarizing, and metacognitive strategies.</li> <li>Provide additional strategies for text reading efficiency (comprehension and fluency).</li> <li>Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level.</li> <li>Provide differentiated small group instruction to determine and focus on level of instruction.</li> <li>Determine P.A./Phonics level</li> <li>Students scoring in this range may need additional intervention (more time and smaller group size ) in addition to or an extension of the 90 minute reading block</li> </ul> <b>Programs and Materials:</b> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core)</li> <li>Pearson RTI Component</li> <li>Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies</li> <li>On-Line Pearson SuccessNet</li> <li>Delivery during the 90 minute reading block</li> <li>FCRR Literacy Center Follow-up</li> <li>Cmaps tool on CPALMS</li> <li>Individualized Instructional Path on i-Ready</li> </ul> Extension of activities through technology | <b>Then:</b> <ul style="list-style-type: none"> <li>Compare to other assessment data (i.e. unit tests)</li> <li>Determine P.A./Phonics level</li> <li>Fluency Score</li> <li>Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 minute reading block).</li> <li>More targeted instruction</li> <li>More Frequent OPM</li> <li>Students not responding to this intensive intervention will be further diagnosed and will receive instruction through alternative materials in order to accelerate reading success.</li> </ul> <b>Programs and Materials:</b> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core)</li> <li>Pearson RTI/My Sidewalks</li> <li>Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies</li> <li>On-Line Pearson SuccessNet</li> <li>Delivery during the 90 minute reading block + iii 30 minutes</li> <li>FCRR Literacy Center Follow-up</li> <li>Scientific Learning Fast ForWord</li> <li>Cmaps tool on CPALMS</li> <li>Individualized Instructional Path on i-Ready</li> </ul> Extensions of Activities through technology |                              |                            |                        |

**CCPS CRRP Assessment/Curriculum Decision Tree – 6-8**

| Administer i-Ready Diagnostic K-2   |   | YRS<br>RSY  | AP1 July/Aug<br>AP1 Aug/Sept | AP2 Nov/Dec<br>AP2 Dec/Jan | AP3 May<br>AP3 Mar/Apr |
|---|---|---|------------------------------|----------------------------|------------------------|
| <b>Green Success Zone</b>   | <b>Yellow Success Zone</b>  | <b>Red Success Zone</b>   |                              |                            |                        |
| <b>If: i-Ready Tier 1/Profile 5 (scores on or above level):</b>   | <b>If: i-Ready Tier 2/Profile 3-4 (up to one year below grade level)</b>  | <b>If: i-Ready Tier 3/Profile 1-2 (one year + below grade level)</b>  |                              |                            |                        |
| <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>Provide differentiated small group instruction using appropriate leveled text.</li> <li>Provide a variety of opportunities to strengthen content reading and research through centers.</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core)</li> <li>Online Pearson SuccessNet</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Delivery during the 90 minute reading block</li> <li>FCRR Literacy Center Follow-up</li> <li>Literacy Circles/ Literature Circles</li> <li>Cmaps tool on CPALMS</li> <li>Individualized Instructional Path on i-Ready</li> <li>Extension of activities through technology</li> </ul> | <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core):</li> <li>Compare to other assessment data (i.e. unit tests)</li> <li>Use Listening or Reading Comprehension,</li> <li>Provide enhanced instruction in the high level reasoning skills</li> <li>Utilize Thinking Maps Strategies, vocabulary (tier 2 words) and reading comprehension. Strategies should include but are limited to: Explicit and implicit questioning, Retelling, Summarizing, and metacognitive strategies.</li> <li>Provide additional strategies for text reading efficiency (comprehension and fluency).</li> <li>Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level.</li> <li>Provide differentiated small group instruction to determine and focus on level of instruction.</li> <li>Determine P.A./Phonics level</li> <li>Students scoring in this range may need additional intervention (more time and smaller group size ) in addition to or an extension of the 90 minute reading block</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core)</li> <li>Pearson RTI Component</li> <li>Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies</li> <li>On-Line Pearson SuccessNet</li> <li>Delivery during the 90 minute reading block</li> <li>FCRR Literacy Center Follow-up</li> <li>Cmaps tool on CPALMS</li> <li>Individualized Instructional Path on i-Ready</li> <li>Extension of activities through technology</li> </ul> | <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Compare to other assessment data (i.e. unit tests)</li> <li>Determine P.A./Phonics level</li> <li>Fluency Score</li> <li>Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 minute reading block).</li> <li>More targeted instruction</li> <li>More Frequent OPM</li> <li>Students not responding to this intensive intervention will be further diagnosed and will receive instruction through alternative materials in order to accelerate reading success.</li> </ul> <p><b>Programs and Materials:</b></p> <ul style="list-style-type: none"> <li>Pearson Reading Street (Core)</li> <li>Pearson RTI/My Sidewalks</li> <li>Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies</li> <li>On-Line Pearson SuccessNet</li> <li>Delivery during the 90 minute reading block + iii 30 minutes</li> <li>FCRR Literacy Center Follow-up</li> <li>Scientific Learning Fast ForWord</li> <li>Cmaps tool on CPALMS</li> <li>Individualized Instructional Path on i-Ready</li> <li>Extensions of Activities through technology</li> </ul> |                              |                            |                        |

**CCPS CRRP Assessment/Curriculum Decision Tree – 6-8**

|   |   |
|---|---|
| <b>Name of Assessment</b>   | iReady Diagnostic & Instruction   |
| <b>Targeted Audience</b>  | Grades 6-8 ALL ELA Students   |
| <b>Performance Benchmark Used for Decision-Making</b>   | <p>Performance Benchmark on iReady diagnostics that identify students needing specific reading interventions:</p> <ul style="list-style-type: none"> <li>• Scale score at below or early grade level on BOY, MOY, and EOY diagnostics; and/or</li> <li>• Little or no scale score growth between diagnostics</li> </ul>   |
| <b>iReady Grade Level Ranges</b>  |   |
| <p><b>Grade 4 557-629</b></p> <p>Early 557-578<br/>Mid 579-602<br/>Late 603-629</p> <p><b>Grade 5 581-640</b></p> <p>Early 581-608<br/>Mid 609-629<br/>Late 630-640</p> | <p>Grade 6 598-653</p> <p>Early 598-615<br/>Mid 632-653<br/>Late 641-653</p> <p>Grade 7 609-669</p> <p>Early 609-631<br/>Mid 632-653<br/>Late 654-669</p> <p>Grade 8 620-684</p> <p>Early 620-641<br/>Mid 642-669<br/>Late 670-684</p> <div style="border: 1px solid black; background-color: #4F81BD; color: white; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>Expected Growth per Grade</p> <p>4 &amp; 5: 19-27 points</p> <p>6, 7, &amp; 8: 15-23 points</p> </div>  |
| <b>Assessment/Curriculum Connection</b>   | <p><b>Per iReady Diagnostic Domains:</b></p> <ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Phonics</li> <li>• High-Frequency Words</li> <li>• Vocabulary</li> <li>• Comprehension: Literature</li> <li>• Comprehension: Informational Text</li> </ul> <p><b>Per iReady targeted “Florida Standards”</b></p> <ul style="list-style-type: none"> <li>• Reading Foundational Skills</li> <li>• Language Vocabulary Acquisition and Use</li> <li>• Reading Standards for Literature</li> <li>• Reading Standards for Informational Text</li> </ul> |
| <b>Instructional Modifications for Students NOT Responding to Intervention</b>  | <ul style="list-style-type: none"> <li>• Design iReady instructional groupings</li> <li>• Utilize individualized iReady lesson practice (Response to Instruction)</li> <li>• Provide supplemental reading intervention beyond iReady</li> <li>• Implement iReady Progress Monitoring checks between diagnostics</li> </ul>  |

## **Attachment F: Assessment Schedule**



## 2016-2017 CCPS ASSESSMENT CALENDAR

### STATE, DISTRICT, AND SELF-SELECTED

*Updated July 1, 2016*

| LEVEL        | ASSESSMENT                  | GRADE LEVEL                   | TYPE                    | PURPOSE             | COMPUTER OR PAPER-BASED | DATE(S) AND/OR WINDOW(S) |                           |   | TIME (MIN)   | # TEST EVENTS | TOTAL MINUTES | TOTAL HOURS |     |      |
|--------------|-----------------------------|-------------------------------|-------------------------|---------------------|-------------------------|--------------------------|---------------------------|---|--|---------------|---------------|-------------|-----|------|
|              |                             |                               |                         |                     |                         | Fall/Window 1/BOY        | Winter /Window 2/MOY      | Spring /Window 3/EOY  |  |               |               |             |     |      |
| DIST         | DRA (ELA)                   | Gr K-2 Identified Students    | Screening/<br>Formative | ELA Placement       | PBT                     | BOY – TBD                | MOY – TBD                 | EOY – TBD   | 30   | 2             | 60            | 1           |     |      |
|              | TBA * formally SAT 10 (ELA) | Gr 3 Identified Students      |                         |                     |                         |                          |                           | EOY – TBD   | Untimed  | 1             |               |             |     |      |
| DIST         | i-READY DIAGNOSTIC          | ELA Elementary YRS K - 5      | Formative               | Progress Monitoring | CBT                     | 7/25 – 8/12              | 11/28 – 12/16             | 4/24 – 5/18   | 50   | 6             | 300           | 5           |     |      |
|              |                             | ELA Elementary RS K - 5       |                         |                     |                         | 8/15 – 9/2               |                           |   | 50   | 6             | 300           | 5           |     |      |
|              |                             | Math Elementary YRS K - 5     |                         |                     |                         | 7/25 – 8/12              | 1/4 – 2/3                 |   | 50   | 6             | 300           | 5           |     |      |
|              |                             | Math Elementary RS K - 5      |                         |                     |                         | 8/15 – 9/2               |                           |   | 50   | 6             | 300           | 5           |     |      |
| DIST (ACD)   | i-READY DIAGNOSTIC          | ELA Middle 6 - 8              | Formative               | Progress Monitoring | CBT                     | 8/15 – 9/2               | 12/5 - 12/9 or 1/9 - 1/13 | 4/24 - 5/18   | 50   | 4             | 200           | 3.3         |     |      |
|              |                             | Math Middle 6 - 8             |                         |                     |                         |                          |                           |   | 50   | 4             | 200           | 3.3         |     |      |
| DIST         | DISTRICT ASSESSMENT         | Gr 3 - 4 Science YRS          | Formative               | Progress Monitoring | PBT                     | 8/15 – 8/26              | 2/13 – 2/28               | 4/24 – 5/2  | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Gr 3 - 4 Science              |                         |                     |                         |                          |                           |   | 9/12 – 9/23  | 50            | 2             | 100         | 1.7 |      |
|              |                             | Gr 5 Science YRS              |                         |                     |                         |                          |                           |   | 8/15 – 8/26  | 50            | 2             | 100         | 1.7 |      |
|              |                             | Gr 5 Science RS               |                         |                     |                         |                          |                           |   | 9/12 – 9/23  | 50            | 2             | 100         | 1.7 |      |
|              |                             | Gr K- 5 Writing               |                         |                     |                         |                          |                           |   | 9/6 - 9/12   | 12/7 - 12/16  | 120           | 3           | 360 | 6    |
|              |                             | Gr K-3 Writing                |                         |                     |                         |                          |                           |   | <i>Informative ELA Writing February 2/27 - 3/3 PBT</i> |               |               | 120         | 1   | 120  |
| DIST         | USA TESTPREP                | Gr 9 ELA                      | Formative               | Progress Monitoring | CBT                     | 8/15 – 9/9               | 11/28 – 12/14             | The EOY progress monitoring window will be satisfied via the administration of the testing window as dictated by the Florida Assessment SPRING calendar | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Gr 10 ELA                     |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Algebra I                     |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Geometry                      |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Algebra II                    |                         |                     |                         | 8/15 – 9/9               | 1/30 – 2/10               |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Biology                       |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Gr 7 Civics                   |                         |                     |                         |                          |                           |   | 1/17 – 2/10  | 50            | 3             | 150         | 2.5 |      |
|              |                             | Gr 11 US History              |                         |                     |                         |                          |                           |   |  | 4/17 – 5/18   | 50            | 3           | 150 | 2.5  |
| Gr 8 Science | 9/6 – 9/23                  | 1/23 – 2/17                   | 50                      | 3                   | 150                     | 2.5                      |                           |   |  |               |               |             |     |      |
| DIST (ACD)   | USA TESTPREP                | Gr 9 & 10 ELA                 | Formative               | Progress Monitoring | CBT                     | 9/6 -9/23                | 12/5 - 12/9 or 1/9 - 1/13 | 4/17 - 5/18   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Alg I, Geom, Alg II           |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Biology, Gr 8 Science         |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
|              |                             | Gr 7 Civics, Gr 11 US History |                         |                     |                         |                          |                           |   | 50   | 2             | 100           | 1.7         |     |      |
| DIST         | SEMESTER EXAMS              | Middle/High Midterms          | Interim                 | Course Grades       | PBT                     |                          |                           |   | 90   | 7             | 630           | 10.5        |     |      |
|              |                             | Middle/High Finals            | Summative               |                     |                         |                          |                           |   |  |               | 90            | 7           | 630 | 10.5 |

| LEVEL           | ASSESSMENT                           | GRADE LEVEL                                     | TYPE                    | PURPOSE  | COMPUTER OR PAPER-BASED | DATE(S) AND/OR WINDOW(S)                    |  |  | TIME (MIN)  | # TEST EVENTS        | TOTAL MINUTES | TOTAL HOURS |
|-----------------|--------------------------------------|---|-------------------------|--|-------------------------|---|--|--|---|----------------------|---------------|-------------|
|                 |                                      |   |                         |  |                         | Fall/Window 1/BOY                           | Winter /Window 2/MOY                       | Spring /Window 3/EOY                   |   |                      |               |             |
| STATE           | FLKRS                                | Elementary YRS Grade K<br>Elementary RS Grade K | Screening               | Kindergarten Readiness   | NA                      | 7/12 – 8/22<br>8/10 – 9/22                  |  |  | NA  | Teacher Observations |               |             |
| STATE           | FCAT 2.0 READING                     | Grade 10 Retake                                 | Summative               | High School Diploma  | CBT<br>PBT Acc.         | 10/10 – 10/21 CBT<br>10/10 – 10/14 PBT Acc. |  | 3/27 – 4/7 CBT<br>3/27 – 3/31 PBT Acc. | Half to full day  | 1                    |               |             |
| STATE           | NGSSS SCIENCE                        | Grades 5 & 8                                    | Summative               | Proficiency  | PBT                     |   |  | 5/1 – 5/5 PBT ONLY                     | 80  | 2                    | 160           | 2.7         |
| STATE           | FSA ELA WRITING                      | Grades 4 – 7                                    | Summative               | ELA Proficiency/Placement  | PBT                     |   |  | 2/27 – 3/3 PBT ONLY                    | 120   | 1                    | 120           | 2.0         |
|                 |                                      | Grades 8 – 10                                   |                         |  | CBT/PBT Acc.            | 10/10 – 10/21 CBT<br>10/10 – 10/19 PBT Acc. | 2/27 – 3/10 CBT<br>2/27 – 3/3 PBT Acc.     | 120                                    | 1   | 120                  | 2.0           |             |
|                 |                                      | Grade 10 Retake                                 |                         |  |                         |   |  |  |   |                      |               |             |
| STATE           | FSA ELA READING                      | Grade 3   | Summative               | Grade 3 Promotion/Retention<br>ELA Proficiency/Placement<br>Remedial Instruction<br>Middle School Promotion<br>High School Diploma | PBT                     |   |  | 3/27 – 3/31 PBT ONLY                   | 80  | 2                    | 160           | 2.7         |
|                 |                                      | Grades 4 – 5                                    |                         |  | CBT/PBT Acc.            | 10/10 – 10/28 CBT<br>10/10 – 10/19 PBT Acc. | 4/10 – 5/5 CBT<br>4/10 – 4/28 PBT Acc.     | 80                                     | 2   | 160                  | 2.7           |             |
|                 |                                      | Grades 6 – 8                                    |                         |  |                         |   |  | 85                                     | 2   | 170                  | 2.8           |             |
|                 |                                      | Grades 9 – 10                                   |                         |  |                         |   |  | 90                                     | 2   | 180                  | 3.0           |             |
| Grade 10 Retake | CBT/PBT Acc.                         |   | 3/27 – 4/7 CBT/PBT Acc. | 90   | 2                       | 180   | 3.0  |  |   |                      |               |             |
| STATE           | FSA MATH                             | Grade 3 - 5<br>Grade 6 - 8                      | Summative               | Math Proficiency/Placement<br>Remedial Instruction   | CBT/PBT Acc.            |   |  | 4/10 – 5/5 CBT<br>4/10 – 4/28 PBT Acc. | 80<br>60  | 2<br>3               | 160<br>180    | 2.7<br>3.0  |
| STATE           | FSA EOC                              | Algebra I                                       | Summative               | Math Proficiency/Placement<br>Course Grade<br>High School Diploma  | CBT/PBT Acc.            | 9/12 – 9/23 CBT<br>9/12 – 9/16 PBT Acc.     | 11/28 – 12/16 CBT<br>11/28 – 12/9 PBT Acc. | 4/17 – 5/5 CBT<br>4/17 – 4/28 PBT Acc. | 90  | 2                    | 180           | 3.0         |
|                 |                                      | Geometry  |                         |  |                         |   |  |  | 90  | 2                    | 180           | 3.0         |
|                 |                                      | Algebra II                                      |                         |  |                         |   |  |  | 90  | 2                    | 180           | 3.0         |
|                 |                                      |   |                         |  |                         |   |  |  | <i>Summer 2017 FSA EOC Algebra I &amp; II, Geometry<br/>7/10 – 7/21 CBT 7/10 – 7/14 PBT Acc.</i>                      |                      |               |             |
| STATE           | NGSSS EOC                            | Algebra I Retake                                | Summative               | Proficiency/Placement<br>Course Grade<br>High School Diploma   | CBT/PBT Acc.            | 9/12 – 9/23 CBT<br>9/12 – 9/16 PBT Acc.     | 11/28 – 12/16 CBT<br>11/28 – 12/9 PBT Acc. | 3/27 – 4/7 CBT<br>3/27 – 3/31 PBT Acc. | 160   | 1                    | 160           | 2.7         |
|                 |                                      | Biology I                                       |                         |  |                         |   |  |  | 160   | 1                    | 160           | 2.7         |
|                 |                                      | Grade 11 US History                             |                         |  |                         |   |  |  | 160   | 1                    | 160           | 2.7         |
|                 |                                      | Grade 7 Civics                                  |                         |  |                         |   |  |  | 160   | 1                    | 160           | 2.7         |
|                 |                                      |   |                         |  |                         |   |  |  | <i>Summer 2017 NGSSS EOC Algebra I Retake, Biology I, Civics, US History<br/>7/10 – 7/21 CBT 7/10 – 7/14 PBT Acc.</i> |                      |               |             |
| STATE           | FSAA - Performance Task              | Gr 3 - 8 ELA                                    | Summative               | Access Student Proficiency   | PBT                     |   |  | 2/27 - 4/14 PBT ONLY                   | 60  | 3                    | 180           | 3.0         |
|                 |                                      | Gr 3 - 8 Math                                   |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
|                 |                                      | Grades 5 & 8 NGSSS Science                      |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
|                 |                                      | Civics EOC                                      |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
|                 |                                      | Grades 9 – 10 ELA                               |                         |  |                         |   |  |  | 60  | 3                    | 180           | 3.0         |
|                 |                                      | EOC (Alg, Bio, Geom, US Hist)                   |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
| STATE           | FSA - Datafolio                      | Gr 3 - 10 ELA Reading & Writing                 | Summative               | Access Student Proficiency/Data Collection   | PBT                     | Sept 2016                                   | Nov 2016                                   | Feb 2017                               | 60  | 3                    | 180           | 3.0         |
|                 |                                      | Gr 3-8 Math                                     |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
|                 |                                      | Grades 5 & 8 NGSSS Science                      |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
|                 |                                      | EOC (Alg, Bio, Geom, US Hist, Civics)           |                         |  |                         |   |  |  | 60  | 2                    | 120           | 2.0         |
| STATE           | WIDA - ACCESS FOR ELLS 2.0           | Gr K – 1 Identified Students                    | Screening               | ESOL Exit  | PBT                     |   |  | 1/30 – 3/24 PBT ONLY                   | 60  | 1                    | 60            | 1.0         |
|                 |                                      | Gr 2 Identified Students                        |                         |  |                         |   |  |  | 95  | 1                    | 95            | 1.6         |
|                 |                                      | Gr 3 – 12 Identified Students                   |                         |  |                         |   |  |  | 155   | 1                    | 155           | 2.6         |
| STATE           | WIDA - ALTERNATE ACCESS FOR ELLS 2.0 | Gr 1 – 12 Identified Students                   | Screening               | ESOL Exit  | PBT                     |   |  | 1/30 – 3/24 PBT ONLY                   | 20  | 3                    | 60            | 1           |

| LEVEL                        | ASSESSMENT             | GRADE LEVEL                   | TYPE      | PURPOSE  | COMPUTER OR PAPER-BASED | DATE(S) AND/OR WINDOW(S)  |                      |                      | TIME (MIN)   | # TEST EVENTS | TOTAL MINUTES | TOTAL HOURS |   |
|------------------------------|------------------------|-------------------------------|-----------|--|-------------------------|---|----------------------|----------------------|--------------|---------------|---------------|-------------|---|
|                              |                        |                               |           |  |                         | Fall/Window 1/BOY   | Winter /Window 2/MOY | Spring /Window 3/EOY |              |               |               |             |   |
| SELF-SELECT                  | PERT                   | Grade 9 – 12                  | Summative | College & Career Readiness Inform Course Placement | PBT                     | AS SELECTED - Approximately 1 hour per subtest (Reading/Writing/Math) |                      |                      | 60           | 3             | 180           | 3.0         |   |
| SELF-SELECT                  | PreACT                 | Grade 10 *District Provided   | Summative | College & Career Readiness Inform Course Placement | PBT                     | 11/10   |                      |                      | 120          | 1             | 120           | 2.0         |   |
| SELF-SELECT                  | PSAT/NMSQT             | Grades 9 – 11                 | Summative | College & Career Readiness Inform Course Placement | PBT                     | 10/19   |                      |                      | 120          | 1             | 120           | 2.0         |   |
| SELF-SELECT                  | ADVANCED PLACEMENT     | Chemistry, Env. Science       | Summative | College Credit                                     | PBT                     |   |                      |                      | 5/1 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Psychology                    |           |  |                         |   |                      |                      | 5/1 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | Computer Science A            |           |  |                         |   |                      |                      | 5/2 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Spanish Lang & Culture        |           |  |                         |   |                      |                      | 5/2 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Art History                   |           |  |                         |   |                      |                      | 5/2 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | Physics 1: Algebra-Based      |           |  |                         |   |                      |                      | 5/2 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | English Literature & Comp     |           |  |                         |   |                      |                      | 5/3 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Japanese Lang & Culture       |           |  |                         |   |                      |                      | 5/3 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | Physics 2: Algebra-Based      |           |  |                         |   |                      |                      | 5/3 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | US Government & Politics      |           |  |                         |   |                      |                      | 5/4 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Chinese Lang & Culture        |           |  |                         |   |                      |                      | 5/4 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | German Lang & Culture         |           |  |                         |   |                      |                      | 5/5 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | United States History         |           |  |                         |   |                      |                      | 5/5 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Computer Science Principles   |           |  |                         |   |                      |                      | 5/5 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | Studio Art – Portfolio Submit |           |  |                         |   |                      |                      | 5/5 8:00pm   | 180           | 1             | 180         | 3 |
|                              |                        | Biology                       |           |  |                         |   |                      |                      | 5/8 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Music Theory                  |           |  |                         |   |                      |                      | 5/8 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | Physics C: Mechanics          |           |  |                         |   |                      |                      | 5/8 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | Physics C: Elec. & Magnet.    |           |  |                         |   |                      |                      | 5/8 2:00pm   | 180           | 1             | 180         | 3 |
|                              |                        | Calculus AB, Calculus BC      |           |  |                         |   |                      |                      | 5/9 8:00am   | 180           | 1             | 180         | 3 |
|                              |                        | French Lang & Culture         |           |  |                         |   |                      |                      | 5/9 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | Spanish Literature & Culture  |           |  |                         |   |                      |                      | 5/9 12:00pm  | 180           | 1             | 180         | 3 |
|                              |                        | English Lang & Comp           |           |  |                         |   |                      |                      | 5/10 8:00am  | 180           | 1             | 180         | 3 |
|                              |                        | Italian Language & Culture    |           |  |                         |   |                      |                      | 5/10 12:00pm | 180           | 1             | 180         | 3 |
| Macroeconomics               | 5/10 12:00pm           | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| Comparative Gov't & Politics | 5/11 8:00am            | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| World History                | 5/11 8:00am            | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| Statistics                   | 5/11 12:00pm           | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| Human Geography              | 5/12 8:00am            | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| Microeconomics               | 5/12 8:00am            | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| European History             | 5/12 12:00pm           | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| Latin                        | 5/12 12:00pm           | 180                           | 1         | 180  | 3                       |   |                      |                      |              |               |               |             |   |
| SELF-SELECT                  | INDUSTRY CERTIFICATION | Per Certification Area        | Summative | Industry Certification                             |                         | AS SELECTED/SCHEDULED   |                      |                      |              |               |               |             |   |

Upon School Board Approval

**Attachment H: Articles of Incorporation**

**ARTICLES OF INCORPORATION**  
**OF**  
**BABCOCK NEIGHBORHOOD SCHOOL, INC.**

(A Florida Not-For-Profit Corporation)

The undersigned, the Incorporator hereby files this, the Articles of Incorporation of BABCOCK NEIGHBORHOOD SCHOOL, INC., as a non-profit corporation under Chapter 617, *Florida Statutes*:

**Article I**  
**NAME**

The name of this corporation shall be BABCOCK NEIGHBORHOOD SCHOOL, INC. (hereinafter called the "Corporation").

**Article II**  
**PRINCIPAL OFFICE AND MAILING ADDRESS**

The address of the principal office and the mailing address of the Corporation is 11390 Palm Beach Blvd., Fort Myers, FL 33905.

**Article III**  
**COMMENCEMENT OF CORPORATE EXISTENCE**

The Corporation shall commence its existence as of the date of filing for incorporation with the Florida Secretary of State and shall have perpetual existence unless sooner dissolved according to law.

**Article IV**  
**PURPOSES**

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation's tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the "Code") and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

**Article V**  
**GENERAL POWERS**

This Corporation shall have all the powers enumerated for corporations in the Florida Not-For-Profit Corporation Act, as it now exists and as hereafter amended, and all such other powers as are permitted by applicable law, including, without limitation and only by illustration, the following powers unless later restricted by applicable law or charter contract:

- A. To have succession by its corporate name for the duration of its existence.
- B. To sue and be sued and appear and defend in all actions and proceedings in its corporate name to the same extent as a natural person.
- C. To have a corporate seal, which may be altered at pleasure, and to use the same by causing it, or a facsimile thereof, to be impressed, affixed, or in any other manner reproduced provided, however, such seal shall always contain the words “corporation not for profit.”
- D. To purchase, take, receive, lease, take by gift, devise or bequest or otherwise acquire, own, hold, improve, use, and otherwise deal in and with real or personal property or any interest therein, wherever situated.
- E. To sell, convey, mortgage, pledge, create security interests in, lease, exchange, transfer, and otherwise dispose of all or any part of its property and assets.
- F. To lend money for its corporate purposes, invest and reinvest its funds, and take and hold real and personal property as security for the payment of funds so loaned or invested.
- G. To make donations for the public welfare or for religious, charitable, scientific, educational, or other similar purposes.
- H. To increase, by a vote of its members cast as the bylaws may direct, the number of its directors, so that the number shall not be less than three but may be any number in excess thereof.
- I. To conduct its affairs, carry on its operations, and have offices and exercise the powers granted by the Florida Not-For-Profit Corporation Act in any state, territory, district, or possession of the United States or any foreign country.
- J. To elect or appoint officers and agents and define their duties.
- K. To adopt, change, amend and repeal bylaws, not inconsistent with these Articles of Incorporation or with the laws of the State of Florida, for the administration and regulation of its affairs and the exercise of its powers.
- L. To have and exercise all powers necessary or convenient to effect its purposes.

**Article VI**  
**BOARD OF DIRECTORS**

A. Powers of the Board. The affairs of the Corporation shall be managed under the direction of, the Board of Directors (also referred to as the “Board” or “Governing Board”). The Board of Directors shall have all the powers necessary or appropriate for the administration of the affairs of the Corporation.

B. Number. The affairs of this Corporation shall be conducted by a Board of Directors, the number of which shall be determined from time to time in accordance with the Bylaws, but shall never be less than three (3) Directors.

C. Election; Removal; Resignation. The manner of election, removal and resignation of Directors shall be regulated by the Bylaws.

D. Names and Addresses of Initial Board of Directors. The initial Directors shall be:

| <u>Name</u>     | <u>Address</u>  |
|-----------------|---|
| Dorothy Rea     | 11390 Palm Beach Blvd., Suite 204, Fort Myers, FL 33905 |
| Robert F. Kenny | 11390 Palm Beach Blvd., Suite 204, Fort Myers, FL 33905 |
| Amy Biener      | 11390 Palm Beach Blvd., Suite 204, Fort Myers, FL 33905 |

**Article VII**  
**INITIAL REGISTERED OFFICE AND AGENT**

The name and Florida address of the initial registered agent of the Corporation is George Speer, 4500 PGA Blvd, Suite 400, Palm Beach Gardens, FL 33418

**Article VIII**  
**MEMBERSHIP**

The sole member of the Corporation shall be Babcock Ranch Foundation, Inc., a Florida non-profit corporation (the “Member”), which will provide fundraising and other support to the Corporation for operation of one or more charter schools. Notwithstanding any other provision herein, the Member shall have the right to approve any amendments to these Articles of Incorporation that are proposed by the Board, which approval right shall not be unreasonably withheld, and such other rights as are specifically set forth in the Corporation’s Bylaws. The Member will not have any additional rights pursuant to Chapter 617, Florida Statutes, except for those set forth in either these Articles of Incorporation or the Bylaws.

If the Member has the right to or is required to approve an action of the Corporation, as provided herein, the Member shall evidence its approval by a written certification stating the Member approved the action in accordance with the requirements of the Member's Articles of

Incorporation and/or Bylaws, as the case may be. The action will not be considered approved until the Member's written approval certification is received by the Corporation.

**Article IX**  
**INCORPORATOR**

The name and street address of the incorporator of the Corporation is George Speer, 4500 PGA Blvd, Suite 400, Palm Beach Gardens, FL 33418.

**Article X**  
**DEDICATION OF ASSETS AND DISSOLUTION**

The Corporation's assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

**Article XI**  
**PROHIBITED ACTIVITIES**

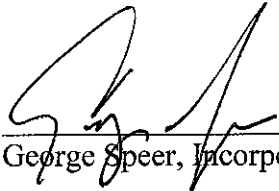
No part of the net earnings or distribution of the assets of the Corporation upon its dissolution shall inure to the benefit of, or be distributable to, its officers, members, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes of the Corporation set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.



**Article XII**  
**AMENDMENT**

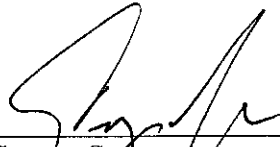
These Articles of Incorporation may be amended at any time by a vote of a majority of the directors present at any regular or special meeting provided a quorum is present and with the consent and approval of the Member.

The undersigned Incorporator has executed these Articles of Incorporation on the 21<sup>st</sup> day of July, 2016.

  
\_\_\_\_\_  
George Speer, Incorporator

**ACCEPTANCE BY REGISTERED AGENT**

Having been named to accept service of process for the above stated corporation, at the place designated in the above Articles of Incorporation of Babcock Neighborhood School, Inc., I am familiar with and accept the appointment as registered agent and agree to act in this capacity.

  
\_\_\_\_\_  
George Speer  
Date: July 21<sup>st</sup>, 2014

**Attachment J: Governing Board Bylaws**

**BYLAWS**  
**OF**  
**BABCOCK NEIGHBORHOOD SCHOOL, INC.**

**ARTICLE I. General**

**Section 1. Name.**

The name of the corporation is BABCOCK NEIGHBORHOOD SCHOOL, INC. It is hereinafter referred to as “the Corporation” or “Charter School.”

**Section 2. Address.**

The Corporation’s mailing address and principal place of business shall be as set forth in the Articles of Incorporation or as otherwise established by the Board of Directors from time to time.

**Section 3. Purposes.**

The general purpose of this Corporation shall be to operate exclusively for charitable, educational, scientific, or literary purposes, and in furtherance of such goals is authorized to do any and all activities which it is empowered to do under these Articles provided, however, that nothing herein shall be construed as allowing any activities which would jeopardize the Corporation’s tax-exempt status or otherwise be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended or replaced from time to time (the “Code”) and its regulations as they now exist or may hereafter be amended, or as a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

The specific purpose for which the Corporation is formed is to establish, develop, maintain, improve, manage, and otherwise operate one or more public charter schools.

**Section 4. Dedication of Assets and Dissolution.**

The Corporation’s assets are irrevocably dedicated to its public benefit purposes. Upon dissolution of this Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation, including disposition of assets pursuant to any applicable charter contract or law applying to charter schools, shall be distributed to a nonprofit fund, foundation, or corporation that is organized exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively, as said court shall determine, for such purposes or to such organization or organizations which are organized and operated exclusively for charitable purposes, pursuant to Section 501(c)(3) of the Internal Revenue Code, or the corresponding provision in any future tax code.

Section 5. Non-discrimination.

The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the charter school or in its admission policies for students. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and upon the effective date of its first charter contract, regulations applicable to the operation of public charter schools in the State of Florida.

**ARTICLE II. Sole Member**Section 1. Sole Member.

The sole member of the Corporation shall be Babcock Ranch Foundation, Inc., a Florida non-profit corporation (the "Member"), which will provide fundraising and other support to the Corporation for operation of one or more charter schools.

Section 2. Rights of Sole Member.

(a) Notwithstanding any other provision herein, the Member shall have the right to approve any amendments to these Bylaws that are proposed by the Board, which approval right shall not be unreasonably withheld, and such other rights as are specifically set forth herein and in the Articles of Incorporation.

(b) The Member shall have the authority to approve the board members as set forth in Articles III and IV, below.

(c) The Member shall have the right to remove any member of the Corporation's Board of Directors, upon a majority vote of the Board of the Member, in the event that prior written notice is provided to the Corporation by the Member that such member of the Board of Directors has acted inconsistently with the mission and vision of the Corporation set forth in these Bylaws, and after such member of the Board of Directors has been given a prior opportunity to refute the claim at a meeting of the Board of the Member. Disagreement over binding agreements involving Corporation and the Member, shall not in and of itself, be grounds for removal.

(d) The Member shall have the right to approve any decision by the Board of Directors regarding the disposition of all or substantially all of the Corporation's assets or of one or more charter schools operated by the Corporation, any merger and its principal terms and any amendment of those terms, and any election to dissolve the Corporation.

(e) The Member will not have any additional rights pursuant to Chapter 617, Florida Statutes, except for those set forth in either these Bylaws or the Articles of Incorporation.

Section 3.

If the Member has the right to or is required to approve an action of the Corporation, as provided herein, the Member shall evidence its approval by a written certification stating the Member approved the action in accordance with the requirements of the Member's Articles of Incorporation and/or Bylaws, as the case may be. The action will not be considered approved until the Member's written approval certification is received by the Corporation.

### **ARTICLE III. Board of Directors**

#### **Section 1. Powers.**

Except as provided in the Articles of Incorporation, and as otherwise provided in these Bylaws, the direction and management of the affairs of the Corporation shall be vested in a Board of Directors.

#### **Section 2. Number.**

The Board of Directors shall consist of a minimum of three (3) persons, with a maximum number set by the Board from time to time in accordance with these Bylaws.

#### **Section 3. Qualifications.**

Any person may serve as a Board member for this corporation who has reached the age of majority of the State of Florida and who has been approved by the Member and nominated to be a Board member by the Nominating Committee. Board members do not need to reside in the County in which the Corporation's principal office is located. So long as the Corporation's contract(s) for operation of a public charter school(s) is in effect, all Board members must meet the requirements in said contract, the approved Charter Application(s) and provisions of Florida Statutes and regulations pertaining to governing boards of charter schools.

#### **Section 4. Term.**

Board members shall be elected for three year terms, except as otherwise provided for the initial Board members. Beginning in the first fiscal year the Corporation operates as a charter school, the initial Board members shall establish Board Classes by resolution to provide for Board terms to be staggered so that no more than approximately 1/3 of the Board shall be up for election in any year, unless a vacancy or vacancies need to be filled. The starting date and length of the terms of the initial Board members shall be as set forth in the Board Classes resolution.

#### **Section 5. Election.**

The names of the initial Board members are set forth in the Certificate of Incorporation. All successor Board members shall be elected by the Board of Directors from a slate of candidates proposed by the Nominating Committee at an election held each year at the annual meeting. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected Board members shall assume office at the first Board of Directors meeting following their election.

#### **Section 6. Term Limits.**

Board membership shall be limited to two consecutive three-year terms. Previous Board members shall be re-eligible for membership after a lapse of one year.

#### **Section 7. Resignation and Removal.**

A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Board member may be removed for cause at a meeting of Board members by an affirmative vote of two-thirds of the full membership of the remaining

Board of Directors. Board members being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

#### Section 8. Annual Meeting.

An annual meeting of the Board of Directors for the election of Board members and such other business as may come before the meeting shall be held in May of each year. Prior written notice shall be given not less than 10 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice.

#### Section 9. Regular Meetings.

Regular meetings of the Board of Directors shall be held at least once a quarter. For purposes of this Section, the Annual Meeting shall be considered a Regular Meeting. Timely notice of all such regular meetings shall be provided. After the effective date of the Corporation's first charter contract, at least two meetings of the Corporation shall be held each year in the county in which the charter school is located and notices will be posted and provided as set forth in said charter contract and Florida law.

#### Section 10. Special Meetings.

Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by two or more members of the Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, facsimile, or electronic. Such notice shall specify the time and place of the meeting. After the effective date of the Corporation's first charter contract, such notice will also be posted and provided as set forth in said charter contract and Florida law. Emergency meetings may be held upon notice as required by law.

#### Section 11. Quorum.

A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. Prior to the effective date of the Corporation's first charter contract, quorum may be established by attendance in person or electronically or virtually. After the effective date of any charter contract of the Corporation, quorum may be established by in-person attendance or attendance through communications media technology in accordance with the requirements of Section 1002.33(9), Florida Statutes. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by a charter contract, or by these Bylaws. Every act of a majority of the Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

#### Section 12. Vacancies.

If a vacancy should occur in the Board of Directors, a new member of the Board of Directors shall be elected by a majority of a quorum of the remaining members of the Board of Directors. The candidate(s) for filling the vacancy shall be proposed by the Nominating Committee. The new member shall be elected to serve for the remainder of the vacating director's term as set forth in the Board Classes.

Section 13. Compensation.

Board members receive no payment for their services. With Board approval, Board members may be reimbursed for out-of-pocket expenses incurred on approved board business. Board members must present receipts for all such expenses, which shall be for the Board member only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board prior to reimbursement of any such expenditure to the Board meeting. Each year, at the Annual Meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, and mileage expended on Board business. Reimbursements shall not exceed these limitations.

Section 14. Meeting Attendance.

Board members are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Board member after such Board member's three unexcused, consecutive absences to ascertain the Board member's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 15. Open Meetings.

So long as the Corporation's charter contract(s) remains in effect, to the extent required by such laws, rules and regulations as govern the operation of such public charter school; all meetings of the Board of Directors will be open and accessible to the public, noticed and conducted in accordance with the Florida Sunshine Act (Section 286.011, Florida Statutes. Meetings of the Board shall not be closed to the public except as specifically permitted by the Florida Sunshine Act and with prior consultation with legal counsel. The Corporation will establish a policy governing public comment and input in accordance with Florida law.

Section 16. Voting by Unanimous Written Consent and by Proxy.

Prior to the effective date of the Corporation's first charter contract, voting by the Board by unanimous written consent is permitted in accordance with Chapter 617, Florida Statutes. Prior to such date, voting by proxy is also permitted with the provision of a written notice of such proxy to the Secretary of the Board prior to the meeting at which such proxy may be exercised. After the effective date of the Corporation's first charter contract, voting by any written consent or proxy is prohibited.

Section 17. Parent Representative and Principal Attendance.

So long as the Corporation's charter contract(s) remains in effect, the Board must appoint a parent representative to facilitate parental involvement and resolve disputes. The parent representative must reside in the county in which the charter school is located and may be a member of the Board, charter school employee or individual contracted to represent the Board. If the Board oversees more than one (1) school in the school district then a separate parent representative must be appointed for each school. After the effective date of the Corporation's charter contract(s), the parent representative and principal, or his or her designee(s), must attend meetings of the Corporation in person.

## **ARTICLE IV. Committees**

### **Section 1. Establishment; Membership; Terms.**

The Board of Directors may establish and appoint members to such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the Corporation. The permitted activities and scope of each such committee shall be established by the Board at the inception of each such committee and may be amended by the Board from time to time. Committee may be made up of Board members and non-Board members. Committee member terms shall be established upon appointment and shall be one year or less. Committee terms may be renewed. The Board shall appoint a chair for each committee unless otherwise provided in these Bylaws.

### **Section 2. Nominating Committee.**

The Board of Directors shall appoint a Nominating Committee to recommend candidates to fill any vacancies on the Board of Directors. The Nominating Committee will be considered a standing committee. Prior to making candidate recommendations to the Board of Directors, the Nominating Committee will provide a list of potential candidates and their respective background and biographical information to the Member for its review and approval. The Nominating Committee will not recommend any candidate for the Board of Directors who has not been approved by the Member. As part of the nominating process, the Nominating Committee will also provide information to all potential candidates regarding the roles and responsibilities of charter school governing board members as well as the Conflict of Interest Policy for the Corporation.

### **Section 3. Finance Committee.**

The Board of Directors shall appoint a Finance Committee which will be chaired by the Treasurer. The Finance Committee will be considered a standing committee. It will prepare an annual budget for consideration and approval by the Board and will perform such other duties as identified by the Board.

### **Section 4. Open Meetings.**

So long as the Corporation's contract for operation of a public charter school remains in effect, any Standing or Ad Hoc Committees subject to the Florida Sunshine Act (Section 286.011, Florida Statutes) will be noticed and conducted in accordance with such Act.

## **ARTICLE V. Officers**

### **Section 1. Titles.**

The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. Officers may hold more than one position at the same time.

### **Section 2. Election.**



The Officers shall be elected from among the Board of Directors at each annual meeting of the Board members and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms.

Officers may serve for as long as the Board of Directors choose to reelect him/her, with their respective terms as Board members.

Section 4. Duties.

Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Board members, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Board members. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Board members. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to the Member, Board member or as otherwise required by law or charter contract. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Directors.

Section 5. Resignation and Removal.

A Board member may resign by submitting his or her resignation in writing to the President of the Board of Directors. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

Section 6. Compensation.

Directors who serve as officers shall not receive any compensation for their services.

**ARTICLE VI. Fiscal Year and Check Signing**

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing.

The President and Business Manager are authorized to sign checks for the Corporation. The Corporation may authorize other persons to sign checks by written resolution adopted by a majority of a quorum of the Board. The Board of Directors shall establish a policy setting the amount above which checks must have two signatures.

**ARTICLE VII. Amendments to Bylaws**

The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the Corporation, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Board members not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board. Such amendment to the Bylaws will not be effective until approved in writing by the Member.

**ARTICLE VIII. Additional Provisions**

Section 1. Indemnification of Officers and Board Members.

The Corporation shall indemnify and advance expenses on behalf of its Directors and Officers to the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the Directors and Officers arising from their relationships with the Corporation in any and all capabilities. By resolution duly adopted, the Board of Directors may authorize the Corporation to (i) indemnify any or all of its employees and agents who are not Directors to any extent that the Board of Directors may determine, up to and including the fullest extent permitted under Section 617.0831, Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance

coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationship with the Corporation. A Board member or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Board member or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Insurance.

The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 3. Audit.

At the close of the first fiscal year of charter school operation, the accounts of the Corporation shall be audited by an independent auditor, who meets the requirements set forth in Florida law for auditors of charter schools and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be selected in accordance with the procedures required by law. The audit shall be done in compliance with Florida Statutes governing charter schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies in accordance with legal requirements.

These Bylaws were adopted by a 2/3 majority of the Board of Directors at its meeting held on \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_, Board Secretary (original signed document available at Corporate office).

Approved by the Member, Babcock Foundation, Inc., this \_\_\_\_ day of \_\_\_\_\_, 2016.

\_\_\_\_\_  
Name \_\_\_\_\_  
Its \_\_\_\_\_

**Attachment K: Governing Board Code of Ethics and Conflict of Interest Policy**

**CONFLICT OF INTEREST AND ANTI-NEPOTISM POLICY  
OF THE GOVERNING BOARD OF  
BABCOCK NEIGHBORHOOD SCHOOL, INC.**

**Adopted and Effective: \_\_\_\_\_, 2016**

**Article 1  
Replacement of Prior Policies; Purpose**

The following Conflict of Interest and Anti-Nepotism Policy of Babcock Neighborhood School, Inc. (the "Organization") is intended to supersede and replace all prior conflict of interest policies of the Organization. The purpose of this Conflict of Interest Policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Governing Board member of the Organization or might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. It is also intended to serve as a guide for the Organization's Governing Board with respect to conflicts of interest and voting pursuant to Florida laws pertaining to charter school governing boards.

**Article 2  
Definitions**

- 2.1 Interested Person. An "Interested Person" is any person serving as a member of the Governing Board of this Organization who, as of the date of discussion or action by the Board, either: (i) has a direct or indirect Financial Interest, as defined in Section 2.2 below; (ii) intends, or understands it to be more probable than not, that he or she will acquire such a direct or indirect Financial Interest at any time during the pendency of the proposed transaction or arrangement; (iii) has an Other Interest that qualifies as a Conflict of Interest, as defined in Section 2.6 or Article 6, below.
- 2.2 Financial Interest. A "Financial Interest" is an interest, whether through business, investment, or Relative, which can be described as one or more of the following:
- 2.2.1 An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; or
  - 2.2.2 A Compensation Arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
  - 2.2.3 A potential ownership or investment interest in, or Compensation Arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

A Financial Interest need not be held as of the date of discussion or action by the Board; rather, it is sufficient, for purposes of this Policy, if, as of the date of discussion or action by the

Board, the Interested Person intends, or understands it to be more probable than not, that he or she will acquire a Financial Interest at any time during the pendency of the proposed transaction or arrangement that is the subject of discussion or action by the Board.

- 2.3 Other Interest. An “Other Interest,” for purposes of this Policy, is any circumstance in which an Interested Person may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization as a whole and the achievement of its tax exempt purposes. An example of such an “Other Interest” would include, without limitation of the foregoing, if an Interested Person is a parent or grandparent of a student impacted by a decision by the Board, and the Interested Person does not believe that he/she could vote or participate in a discussion by the Board giving precedence of the well-being of the Organization as a whole over his/her personal interests or the interests of his/her child or grandchild. An “Other Interest” may also be an interest set forth in Article 6, below, that does not otherwise constitute a Financial Interest.
- 2.4 Relative. For purposes of this Policy, unless otherwise provided herein, and pursuant to Section 112.3143, Florida Statutes, “Relative” means any father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law.
- 2.5 Compensation Arrangement. A “Compensation Arrangement” is any agreement or understanding pursuant to which a person may or shall receive either directly or indirectly, money or property from another person or organization, irrespective of whether such money or property is paid in consideration for the performance of services or the provision of other value.
- 2.6 Conflict of Interest. With respect to a matter for discussion or action by the Board, any circumstance under which an Interested Person, by virtue of a Financial Interest or Other Interest, may be influenced, or may appear to be influenced, either in whole or in part by any purpose or motive other than the success and well-being of the Organization and the achievement of its tax exempt purposes.

### **Article 3**

#### **Disclosure of Financial or Other Interest and Determination of Conflict**

- 3.1 Disclosure of Financial or Other Interest. If, at any time, an Interested Person becomes aware that the Board may or shall discuss or act upon any transaction or arrangement which may have any bearing of any kind upon, or may relate in any manner to, a Financial or Other Interest of the Interested Person, such Interested Person shall disclose such Financial or Other Interest to the Board as follows:
  - 3.1.1 The Interested Person shall provide to the Board, in advance of such discussion or action by the Board, written (electronic or hard copy) disclosure of the existence, nature and extent of the Interested Person’s Financial or Other Interest, or

- 3.1.2 The Interested Person shall verbally inform the Board of the existence, nature and extent of the Interested Person's Financial or Other Interest during the Board meeting in advance of such discussion or action by the Board.

Any and all written or verbal disclosures of Financial or Other Interests shall be made a formal part of the minutes of the Board. In the event that an Interested Person provides written disclosure of such Interested Person's Financial or Other Interest, no member of the Board may respond to such disclosure, either in writing or orally, except in a meeting that meets the requirements of Florida's Sunshine Law.

- 3.2 Recusal by Interested Person. In connection with an Interested Person's disclosure of a Financial or Other Interest pursuant to Section 3.1, above, an Interested Person may determine that such Financial or Other Interest creates a Conflict of Interest with respect to the proposed transaction or arrangement to be discussed or acted upon by the Board. In such circumstances, the Interested Person may voluntarily recuse himself or herself from discussion or action by the Board, at such time and in such form as is used by the Interested Person to disclose such Financial or Other Interest pursuant to Section 3.1, above.

- 3.3 Determination of Conflict of Interest. Where an Interested Person has provided advance written disclosure of a Financial or Other Interest but has not voluntarily recused himself or herself from discussion of or action upon the proposed transaction or arrangement, the Board shall, prior to commencing its discussion or taking action, determine whether the Financial or Other Interest creates a Conflict of Interest, as defined above. The Interested Person shall not participate in any discussions or vote related to this determination except to the extent necessary to fully explain the Financial or Other Interest and the manner in which the proposed transaction or arrangement to be discussed or acted upon by the Board may or will bear upon or relate to the Financial or Other Interest. Acting either at the request of any member of the Board or in his or her individual discretion, the President of the Board, or designee, may direct that the Interested Person leave the meeting room for all or any part of the discussion or vote related to the determination of whether the Financial or Other Interest creates a Conflict of Interest.

- 3.4 Exceptions. Pursuant to Section 112.313(12), Florida Statutes, the Board may consider the following exceptions based on constituting a *de minimus* conflict of interest:

- 3.4.1 The transaction or arrangement is awarded under a system of sealed, competitive bidding to the lowest or best bidder and: (a) The Board member or the Board member's spouse or child has in no way participated in the determination of the bid specifications or the determination of the lowest or best bidder; (b) The Board member or the Board member's spouse or child has in no way used or attempted to use the Board member's influence to persuade the agency or any personnel thereof to enter such a contract other than by the mere submission of the bid; and (c) The Board member, prior to or at the time of the submission of the bid, has filed a statement with the Commission on Ethics, disclosing the Board member's interest, or the interest of the Board member's spouse or child, and the nature of the intended transaction or arrangement.

- 3.4.2 The purchase or sale is for legal advertising in a newspaper, for any utilities service, or for passage on a common carrier.
- 3.4.3 The business entity involved is the only source of supply and there is full disclosure by the Board member of his or her interest in the business entity to the Governing Board prior to the purchase, rental, sale, leasing, or other business being transacted.
- 3.4.4 The total amount of the transactions in the aggregate between the business entity and the Organization does not exceed \$500 per calendar year.
- 3.4.5 The fact that a Board member is a stockholder, officer, or director of a bank will not bar such bank from qualifying as a depository of funds, provided it appears in the records of the Organization that the Governing Board has determined that such Board member has not favored such bank over other qualified banks.
- 3.4.6 The Board member purchases in a private capacity goods or services, at a price and upon terms available to similarly situated members of the general public, from a business entity which is doing business with the Organization.

#### **Article 4**

##### **Procedures Upon Determination of Conflict of Interest**

- 4.1 **Exclusion from Discussion and Vote.** In circumstances where the Board has determined that a Conflict of Interest exists, the Interested Person shall not participate in any discussion or vote regarding the transaction or arrangement at issue, and shall not be present in the meeting room for any part of the discussion or vote relating to the transaction or arrangement.
- 4.2 **Action by Board.** With respect to any transaction or arrangement with regard to which the Board has determined that a Conflict of Interest exists, the Board shall discuss such transaction or arrangement as appropriate, but shall not formally approve such transaction or arrangement unless and until the non-interested members of the Board have decided, by majority vote, that the transaction or arrangement is in the best interests of, and for the benefit of, the Organization, and is fair and reasonable thereto in all respects. In complying with this Section 4.2, the Board shall recognize that, under certain circumstances, a decision made pursuant to this Section may necessitate an investigation of alternatives to the proposed transaction or arrangement, and/or a determination as to whether a more advantageous transaction or arrangement might be obtained with reasonable efforts under the circumstances.

#### **Article 5**

##### **Documentation of Disclosure and Procedures**

- 5.1 **Meeting Minutes.** Minutes of meetings of the Board shall include copies of all written disclosures of Financial and Other Interests, and shall describe all verbal disclosures thereof. Such minutes shall further reflect the determination of the Board as to whether a Conflict of Interest exists, and the objection of the Interested Person, if any, to such determination. Where a Conflict of Interest has been determined to exist, the minutes should reflect the Board's compliance with the procedures described in Sections 4.1 and 4.2, above. With respect to any transaction or arrangement with regard to which a Conflict



of Interest has been determined to exist, meeting minutes shall describe the substance of the discussions relating to the transaction or arrangement, and who was present for such discussions. In addition, minutes should identify the members who were present for any and all votes upon such transaction or arrangement, along with a record of the final vote.

## **Article 6**

### **Other Prohibited Conflicts of Interest**

- 6.1 Prohibition on Solicitation or Acceptance of Gifts. Pursuant to Section 112.313(2), Florida Statutes, no member of the Board shall solicit or accept anything of value to the Board member, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the Board member would be influenced thereby.
- 6.2 Prohibition on Doing Business with the Organization. Pursuant to Section 112.313(3), Florida Statutes, no Board member acting in his or her official capacity, shall either directly or indirectly purchase, rent, or lease any realty, goods, or services for the Organization any business entity of which the Board member or the Board member's spouse or child is an officer, partner, director, or proprietor or in which such Board member or the Board member's spouse or child, or any combination of them, has a material interest. Nor shall a Board member, acting in a private capacity, rent, lease, or sell any realty, goods, or services to the Organization. This subsection shall not affect or be construed to prohibit contracts entered into prior to the Board member's election to the Board.
- 6.3 Conflicting Employment or Contractual Relationship. Pursuant to Section 112.313(7), Florida Statutes, no Board member shall have or hold any employment or contractual relationship with any business entity or any agency is doing business with the Organization; nor shall a Board member have or hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between his or her private interests and the performance of his or her duties as a Board member or that would impede the full and faithful discharge of his or her duties as a Board member.
- 6.4 Voting Where there is a Conflict of Interest. Pursuant to Section 112.3143, Florida Statutes, no Board member shall vote in an official capacity upon any measure which would inure to his or her special private gain or loss; which he or she knows would inure to the special private gain or loss of any principal by whom he or she is retained or to the parent organization or subsidiary of a corporate principal by which he or she is retained; or which he or she knows would inure to the special private gain or loss of a Relative or business associate of the Board member.

## **Article 7**

### **Restriction on Employment of Relatives, Pursuant to Section 1002.33(24), Florida Statutes**

- 7.1 For purposes of this Article 7, "Charter school personnel" means a charter school owner, president, chairperson of the Board of directors, superintendent, Board member, principal, assistant principal, or any other person employed by the charter school who has equivalent

decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

- 7.2 For purposes of this Article 7, “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
- 7.3 Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.
- 7.4 The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.

## **Article 8**

### **Written Assent by Members**

- 8.1 Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
- 8.1.1 Has received a copy of the conflicts of interest policy,
- 8.1.2 Has read and understands the policy,
- 8.1.3 Has agreed to comply with the policy, and
- 8.1.4 Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

## **Article 9**

### **Periodic Reviews**

- 9.1 To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- 9.1.1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and are the result of arm's length bargaining.
- 9.1.2 Whether transactions or arrangements entered into by the Organization conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in personal inurement, impermissible private benefit or in an excess benefit transaction.

**Article 10**  
**Use of Outside Experts**

When conducting the periodic reviews as provided for in Article 9, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

**Attachment L: Governing Board Member Supporting Documents**

## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Babcock Neighborhood School
2. Full name Amy Biener  
 Home Address 3318 Jericho St Port Charlotte, FL  
 Business Name and Address CenturyLink 4195 Kings Hwy Pt Charlotte FL  
 Phone Number 941 286-1272  
 E-mail address Margaret.a.biener@centurylink.com
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No

---

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

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5. Why do you wish to serve on the board of the proposed charter school?  
To make a difference and be a part of vision of Babcock Ranch
6. What is your understanding of the appropriate role of a public charter school board member?  
Oversee the operations of the school, hire school leaders
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Charlotte Local Educational Foundation Board

8. Describe the specific knowledge and experience that you would bring to the board.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

2. What is your understanding of the school's proposed educational program?

*K-8 focused on Green Stream educational program*

3. What do you believe to be the characteristics of a successful school?

*Graduation rate, continued education, state results*

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

*\* ratings*

*Board meetings, financial audits, monitoring budget*

5. What do you see as your role regarding the school leaders?

*hire and evaluate school leaders*

### Governance

1. Describe the role that the board will play in the school's operation.

*oversight school operation*

2. How will you know if the school is successful at the end of the first year of operation?

*enrollment, scores, evaluations, progress*

3. How will you know at the end of four years of the school is successful?

*same as 2*

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

*Participation, communication, support, guidance*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*Request a meeting to discuss & determine actions needed*

6. If your school intends to contract with a third-party ESP:

- Summarize your involvement in the selection process;
- Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- Indicate whether you have been involved in the review/negotiation of the management agreement.

### Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes  ~~Yes~~ NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.



**Attestation**

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

**Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

**Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*

2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

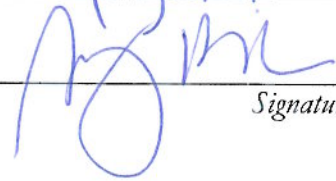
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**Certification**

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: \_\_\_\_\_

*Amy Biener*



Signature

*5/12/16*

Date

# Amy Biener

3318 Jericho Street • Port Charlotte, Florida 33948

margaret.a.biener@centurylink.com

Cell Phone: (941) 286-1272

## PROFILE

- Insightful marketing strategist with 20 years of achievement in telecommunications reflecting the expertise to pinpoint needs, assess factors impacting performance, devise forward-thinking solutions, and succeed as a prime mover in aligning tactics with the corporate vision to compete profitably in high-stakes arenas.

## CORE TALENTS

- Brand Advocacy
- Budget & Cost Control
- Change Management
- Consensus Building
- Consultative Selling
- Customer Satisfaction
- Growth & Profitability
- Marketing Campaigns
- Project Leadership
- Morale & Motivation
- Product Launches
- Operational Leadership
- Research & Analysis
- Relationship Building
- Retail Operations
- Training & Development

## CAREER PROGRESSION

### **CenturyLink** Port Charlotte, Florida, 1997 – present

- Built a ground-up knowledge of **Business and Consumer Markets**, while advancing from **Online Customer Service Representative**, and **Sales Coach** into key leadership positions as a **Sales Skills Development Trainer**, **Retail Store Manager**, **Local Marketing Manager**, **Channel Marketing Manager** and **Area Manager National Field Sales**

### *Area Manager – National Field Sales*, September 2009 – present

- Directed day-to-day operations of 6 Retail locations, providing leadership to persistently drive productivity, attain corporate performance goals, and exceed financial objectives in a highly competitive marketplace:
  - Played an integral role in assessing staffing needs to recruit, screen, hire, train, develop, schedule, supervise, motivate, and evaluate the performance of a **team of up to 38 employees**.
  - Work in concert with the **Field Sales, Technicians, Area Plant Supervisors and Engineering** to drive business to retail locations by generating warm leads, facilitating introductions to prospects, and inviting sales agents to participate in special events.
  - Researched existing and emerging issues, analyzed findings, and synthesized information to prepare reports, deliver briefings, and formulate recommendations on managing matters impacting performance.
  - Lead marketing and training activities; coordinate cross-functional planning with national marketing, pricing teams, product development, regulatory staff, repair, vendors, and other stakeholders.
  - Coordinate the product mix for each store, establish quotas, clarify expectations, quantify outcomes, and initiate mid-stream adjustments to keep stores on track to attain sales, profit, and quality goals.
  - Crafted compelling marketing messages, planned seminars, oversaw sponsored events, organized special events, and coordinated media relations to publicize programs that communicated the **CenturyLink** vision.
  - Showcased the value of services and products to develop accounts, retain business, sustain long-term satisfaction, and thrive in the midst of rapidly changing industry, economic, and regulatory conditions.
  - Administered **Marketing, Media, and Retail budgets**, monitored expenditures, maintained accountability for achieving an optimal ROI, and stayed consistently within budgeted forecasts.

### *Channel Marketing Manager*, December 2008 – September 2009

- Capitalize on first-hand experience in call center operations to coordinate marketing for small business sales centers in **Florida** and **Ohio**, an inbound vendor in **Arizona**, and an outbound vendor in **Florida**:
  - Manage communications with call centers/vendors as the “go-to” resource to equip them with the skills, knowledge, and tools to deliver products to end users, achieve ambitious sales goals, and grow profits
  - Develop, test, implement, facilitate, and evaluate the effectiveness of training programs on products, sales campaigns, sales incentives, customer service, salesmanship, and other skills vital to success
  - Conduct weekly reviews of channel performance, analyze information, synthesize findings, and justify recommendations to prepare briefings and reports to guide business decisions of senior management
  - Oversee **Leads Management**, working with the **Database Manager**; determine lead quantities for call center vendor resources and act as key contact on requests for database lists and lead distributions

### *Local Marketing Manager*, Fort Myers/Naples, Florida, September 2007 – December 2008



- Transitioned from **Consumer to Business Markets** to assume responsibility for creating and executing aggressive **Marketing and Media Plans** keyed to the commercial demographics of **Southwest Florida**:
  - Assessed local business climates, competitors, trends, unmet needs, risks, the customer base, potential distribution partners with the goal to position **Embarq** as the provider of choice for business customers
  - Launched a high-impact networking campaign to build face-to-face relationships, restore customer trust, and expand business for a territory adversely impacted by turnover and long-distance representation
  - Established a high-profile presence throughout the community acting as liaison to key contacts at **Embarq**, customers, shareholders, government officials (state and local), and other stakeholders
  - Worked in concert with the field sales team to drive business to retail locations by generating warm leads, facilitating introductions to prospects, and inviting sales agents to participate in special events
  - Researched existing and emerging issues, analyzed findings, and synthesized information to prepare reports, deliver briefings, and formulate recommendations on managing matters impacting performance

#### **Retail Store Manager**, Fort Myers, Florida, 2004 – 2007

- Directed day-to-day operations of a retail location, providing leadership to drive productivity in a highly competitive marketplace:
  - Assured that all store activities focused on success in executing corporate strategies, implementing the company's programs, and creating a consistently positive experience for consumers
  - Played an integral role in assessing staffing needs to recruit, screen, hire, train, develop, schedule, supervise, motivate, and evaluate the performance of a **team of up to ten employees**
  - Facilitated meetings to brief staff members on team/individual goals, priorities, and promotional programs to create a cohesive team equipped to effectively support corporate initiatives
  - Created brand visibility and goodwill as liaison to affiliated nonprofit groups, including managing communications with the **Charlotte County Redfish** as a corporate sponsor of local baseball
  - Earned recognition for exceeding expectations of sales, service, and management, including:
    - Provided administrative oversight with an exceptional level of attention to details that was crucial to the store's success in passing **three preliminary audits in 2006 & 2007**
    - Achieved **113% of sales objectives**, earned the **President's Club Award**, and ranked as **First Place in Retail Channel – Southern Region in 2005**
    - Earned the **Employee Champion Award in 2004** for skill in leading others

#### **Sales Skills Development Trainer – Sales Coach**, Fort Myers, Florida, 1997 – 2004

- Promoted from **Online Customer Service Representative** and leveraged experience in call center operations to act as a mentor with the expertise to train, develop, and motivate team members:
  - Coordinated monthly training to educate staff on product options, new software, and procedural changes
  - Enhanced morale, created an energized work culture, and promoted personal pride in a job well done by orchestrating **Employee Recognition Programs, Quarterly Award Dinners**, and team-building events
  - Partnered with **Alternate Channel** to manage **two regional kiosks**, exercising authority for implementing financial directives, assessing performance, and preparing reports to guide business planning decisions
  - Delivered consistently outstanding results that gained corporate such corporate recognitions as:
    - **Values Excellence Award** for leading a **Credit Union Project** that reduced uncollectible debt, **2002**
    - **Values Excellence Award** for outstanding leadership, job performance, and professionalism, **1999**

#### EDUCATION

**KEAN UNIVERSITY**, Union, New Jersey  
*Bachelor of Science in Accounting*, 1986

#### LEADERSHIP TRAINING

- **Manager Certification – CenturyLink**
- **Sprint University of Excellence**
  - **Triple C Training**

#### PROFESSIONAL AFFILIATIONS

- **Enterprise Charlotte Economic Council**, *Board Member, Secretary*
- **Charlotte Local Education Foundation**, *Board Member (term ending June 2016)*
- **United Way of Charlotte County**, *Board Member, Treasurer (June 2016)*
- **Charlotte County Homeless Coalition**, *Board Member*

Amy Biener-Bio

The mission and vision of Babcock Neighborhood School promotes “lifelong learning,” providing a world class education. Promoting the highest level of academic achievement, creativity, collaboration and environmental literacy. I am prepared to participate in this exciting endeavor. I have lived in Charlotte County for 30 years and raised two boys here. I believe in playing an active role in my community. I recently spent four years on the Charlotte Local Education Foundation. My responsibilities included overseeing programs such as Take Stock in Children, Teacher of the Year, fundraisers and the creation of the school calendar each year. I also currently serve on several other boards to include; the Enterprise Charlotte Economic Council, United Way and the Homeless Coalition. I have been employed with CenturyLink for twenty years. We support STEM programs in our local schools through grants and instructional demonstrations on the work that we do each and every day. The importance of STEM education is becoming increasingly urgent for the next generation. Magnet schools promote children to invent, create and solve problems while learning citizenry and the technological skills to compete in tomorrow’s world. I believe my experience will compliment these efforts at the Babcock Ranch. Thank you for the opportunity to serve on the board of the Babcock Neighborhood School!

## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Babcock Neighborhood School
2. Full name Robert Kenny, Ph.D.  
Home Address 12199 Lucca St #202  
Business Name and Address Florida Gulf Coast University  
Phone Number 239 590-1147  
E-mail address rkenny@fgcu.edu
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify) \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No  
Summit Charter School 2008-early 2011
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEP-C-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No
5. Why do you wish to serve on the board of the proposed charter school?  
I believe in the charter school concept and trust the people behind this application have only the interests of the children in mind.
6. What is your understanding of the appropriate role of a public charter school board member?  
I have read the Charter School statutes, the model charter school application, and evaluation instrument and agree with the provisions contained therein. I have also received the one page document provided by CEN, Inc., which outlines 26 general items (attached).

- 
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have a Ph.D. in Educational Media and Instructional Design from the University of Florida and am chair of the department of Leadership, Technology and research at my institution. I understand how to teach children and train teachers on the undergraduate and graduate levels. I have developed extensive research based interventions that are appropriate to motivating children and teaching teacher to integrate technology. I did serve on a board previously in the early days of the charter school movement and my experiences are mixed but have provided me with certain valid knowledge about how to read red flags in financial and curricular documents provided by school personnel and have learned some very valid lessons the hard way. I am impressed as to how far both the state and the local districts have come to terms with the intricacies of establishing and running quality charters.

---

8. Describe the specific knowledge and experience that you would bring to the board.

I have has now 14 years' experience teaching teachers as well as eight years as a classroom teacher. My degrees and accompanying research agendas provide me the knowledge and disposition towards acting as a school board member. In my previous work I was a training executive for several software companies and can bring a lifelong learning perspective to this endeavor.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

I received a copy of the school's mission statement which is attached to this application. In which they aspire to developing a neighborhood school that espouses, among other things, to providing a world class education in an inspiring healthy environment supported by strong public/private partnerships and community involvement.

---

2. What is your understanding of the school's proposed educational program?

It is currently under development but many of its aspects include adopting the best elements of Montessori, placed based education, and a systemic implementation of STEM (greenSTEAM) thinking that includes critical thinking, narrative inquiry and mutual respect.

---

3. What do you believe to be the characteristics of a successful school?

One that listens to its stakeholder, prizes high academic excellence and promote global thinking that is tempered by local characteristics and values.

---

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

By a thorough due diligence in the preparation of assessment goals and dissemination of outcomes as well as a thorough review of documents provided by school officials, plus regular site visits to observe classrooms in progress

---

5. What do you see as your role regarding the school leaders?

To hire the best available talent, provide them the resources they need, and trust (but verify) them to do their jobs, and to stay abreast of current thinking on schools and charters through attendance at regional and national conferences.

---

### **Governance**

1. Describe the role that the board will play in the school's operation.

See #4 above.

---

2. How will you know if the school is successful at the end of the first year of operation?

We will establish assessment criteria during our development of one year and five year strategic goals and rubrics to measure these against.

---

- 
3. How will you know at the end of four years of the school is successful?  
See #2 above
- 
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
First hiring the best talent we can afford , beginning with the school director, outlining specific goals and projected outcomes and then prepare an intensive professional development plan for faculty and staff to articulate these goals and discuss tools to ensure that they are met.
- 
5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?  
This should not be limited to the board but also school officials. It begins with accountability and establishing a means to take corrective action if and when needed. Board member should sign short MOU’s that outline expectations in this regards and remedies for appropriate interventions.
- 
6. If your school intends to contract with a third-party ESP: **N/A**
- Summarize your involvement in the selection process;
  - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
  - Indicate whether you have been involved in the review/negotiation of the management agreement.
- 

### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  NO

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

---



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### **Attestation**

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

#### **Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

(a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to s.s. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*

(b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*

(c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

#### **Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

---

### Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Robert Kenny

---

*Signature*

---

*Date*



1. "Charter school personnel" means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.

2. "Relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

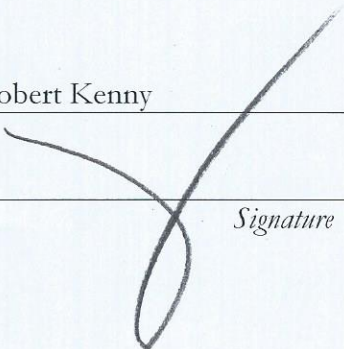
(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

---

### Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Robert Kenny

  
Signature

7/14/16  
Date

# ROBERT F. KENNY, Ph.D.

## Vita

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Florida Gulf Coast University  
College of Education

**e-mail:**  
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### EDUCATION

- Ph.D., 2002      University of Florida, Gainesville, FL  
Curriculum & Instruction  
Program: Educational Media & Instructional Design  
Cognate: Educational Technology
- M.A., 1998      University of Central Florida, Orlando, FL  
Instructional Technology/Media: Educational Technology
- B.A., 1969      Niagara University, Niagara Falls, NY  
Major: Education (Spanish)
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### PROFESSIONAL WORK EXPERIENCE

- 2010 -            **Associate Professor and Chair, Department of Leadership, Technology & Research**  
Florida Gulf Coast University, Ft Myers, FL
- Besides acting as chair, I also act as program leader for the Educational Technology program. I also serve as Chair of the University Council of Chairs. In addition, I teach graduate and undergraduate courses in Educational Technology.
- 2003 - 2010    **Assistant Professor**, School of Visual Arts & Design, University of Central Florida, Orlando, FL.
- In addition to my service and research agenda, I taught video editing, interactive design, entrepreneurship, foundations of digital media, and visual language courses. I served for a time as acting program coordinator.
- Two Secondary Joint Appointments** in the College of Education and Modeling and Simulation. These appointments allowed me to serve on college and program level and dissertation committees. I co-taught graduate courses in Educational Technology and Instructional Systems, as well as served on ten dissertation committees.



- 2002 - 2003 **Instructor**, School of Film and Digital Media, University of Central Florida, Orlando, FL. I taught sections of Principles of Digital Media and Internet Interaction.
- 1996 - 2002 **High School Teacher**, Television Production & Digital Media, Orange County Public Schools. Also held position of Department Chair for Media and Technology.
- National Board Certified Teacher - National Board for Professional Teaching Standards** Career & Technical Training - Media (Adolescent - Young Adult).
- 1973 – 1996 I spent 23 years in the computer services industry in various capacities as vice president of client services, manager and account executive in charge of employee and customer training and customer service in various vertical business markets.
- 1970 – 1973 Taught Spanish at two different high schools in New York State.

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## TEACHING

### Classes Taught/Developed

#### Graduate

- **DIG 5529C Production for Media (F2F)**  
Theories and practices of production processes for interactive entertainment.
- **EDF 6284 – Instructional Design (Virtual)**  
Hands-on experience with several systematic designs of instructional courseware. Topics include instructional strategies, comparison and implementation of instructed designs, and a simulated design environment.
- **EME 2040 Introduction to Technology in Education (Hybrid)**  
Introduction to computers and technologies, and their function in the classroom to augment the teaching and learning processes.
- **EME 6207 Web Design and Development (Virtual)**  
Website development and editing, including graphics configuration,
- **EME 6209 Still and Time Based Media (Virtual)**  
Introduction to principles of visual design in still imagery and time-based software applications, such as video and animation applications. Theory based with practical applications of technology.

- **EME 6465 Interactive Learning Environments (Virtual)**  
An exploration of teaching and learning resources using interactive software and other new technologies with focus on principles of human-computer-human interactions in instructional settings.
- **EME 6507 Multimedia in the Classroom (Virtual)**  
Emphasis on the elements and applications of multimedia and technology in multiple instructional settings. Includes authoring, design, alternative delivery systems, hardware, and software.
- **EME 6646 Digital Narrative & Cognition (Virtual)**  
Explores story proof data of impact of story on knowledge acquisition.
- **EME 6675 Designing for Informal Learning (Virtual)**  
Course designed to train instructional designers on informal learning environments including museums.
- **EME 6705 Collection & Acquisition (Virtual)**  
Principles of collection development for the school media center. Teaches acquisition, inventory, and maintenance procedures. Emphasis on intellectual freedom & property rights, policy, ethics, and evaluation of the collections.
- **EME 6936 Current Trends in Education (Virtual)**  
Course designed to apprise students of latest trends in teaching and learning as related to educational technology and digital media.
- **EME 6938 Capstone Seminar (Virtual)**  
Candidates design a scholarly project under the direction of the faculty advisor that integrates the principles, theories, and concepts of the core courses of the C & I program and the student's concentration.
- **EME 6940 Internship**

### Undergraduate

- **DIG 2000/3000 Introduction to/Principles of Digital Media (Hybrid)**  
Introduction to history, principles, and processes associated with digital media and designing for digital media with emphasis on production and communication.
- **DIG 2030C Digital Video Fundamentals (Hybrid)**  
Introduces concepts and principles of producing and assembling digital video and the tools and techniques of video and sound capture.
- **DIG 3035 Digital Media in the Work Place (Hybrid)**  
Workplace skill preparation for Digital Media Practicum. Fosters lifelong

learning strategies and digital portfolio development.

- **DIG 2500C Fundamentals of Interactive Design (Hybrid)**  
Foundations of interactive media including user interface design. Students combine audio, video, imaging, and animation using industry standard software.
- **DIG 3543C The Production Process (Hybrid)**  
Production in a visual medium from narrative idea to finished artifact.
- **DIG 3716C Internet Interaction (Hybrid)**  
Front end planning and design of web pages. Design using markup languages and style sheets to produce visually pleasing and usable interactive interfaces.
- **DIG 3563 Information Management & Entrepreneurship (Hybrid)**  
Managing digital assets from both technical and fiduciary aspects with a view towards creating, storing, retrieving assets, and authoring of databases and file types. Introduction of basic financial and entrepreneurial elements of starting and running a small business.

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## SCHOLARSHIP

### Research Agenda

My research and creative activities directly relate to one or more of the following five on-going projects:

1. Assessing and evaluating the effectiveness of video games as a tool to enhance academic achievement.
2. Evaluating psychological and cognitive responses to visual media.
3. Evaluating the effectiveness of digital narratives as a curriculum framework.
4. Interactive e-Learning.
5. E.L.C.O.T. – Experiential Learning Centers of Tomorrow – project aimed at re-inventing school media centers and public libraries into creative participatory learning centers.

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**Journal Articles (Refereed/Peer Reviewed)**

Published (numbers refer to agenda topic numbers above)

- (4) **Gunter, G.A.** & Kenny, R.F. (2014). Leveraging multitasking opportunities to increase motivation and engagement in online classrooms: An action research study. *International Journal of Online Pedagogy and Course Design*, Vol. 4(4), 17-30.
- (1)McDaniel, T. R., **Kenny, R. F.** (2013). Evaluating the Relationship between Cognitive Style and Pre-service Teachers' Preconceived Notions about Adopting Console Video Games for Use in Future Classrooms. *International Journal of Game based Learning*.
- (3)Gunter, G. A. & **Kenny, R. F.** (2012). UB the Director: Utilizing digital book trailers to engage gifted and twice exceptional students. *Gifted Education International*, 28(1), 146-160.
- (1)**Kenny, R. F.** & Gunter, G.A. (2012). Factors affecting adoption of video games in the Classroom. *Journal of Interactive Learning Research*, 22(2), 259-276.
- (4)Wang, X., Chang, D., Chen, X., & **Kenny, R.** (2011). Cyberchange: Learning in a connected world: Comments and reflections on the 2010 AECT Convention. *Journal of Distance Education*, 29(2), 3-13.
- (3)**Kenny, R.** (2011). Beyond the Gutenberg Parenthesis: Exploring new paradigms in media and learning. *Journal of Media Literacy Education*, 3(1), 32-47.
- (1)**Kenny, R. F.** & McDaniel, T.R. (2010). The role teachers' expectations and value assessments play in the adoption of video games in the classroom. *British Journal of Educational Technology*, 42(2), 197-213.
- (4)**Kenny, R. F.**, & Lenz, H.A. (2009). Cowboys with cameras: An interactive expedition. *British Journal of Educational Technology*, 40(1), 119-134.
- (3)**Kenny, R.** & Wirth, J. (2009). Implementing constructivist learning experiences through best practices in Interactive Performance. *Journal of Effective Teaching*, 9(1), 34-47.
- (3)Gunter, G. A. & **Kenny, R. F.** (2008). Digitalbooktalk: Digital media for reluctant readers. *Contemporary Issues Technology and Teacher Education – Current Practices*, 8(1). Available at:  
<http://www.citejournal.org/vol8/iss1/currentpractice/article1.cfm>.
- (1)Gunter, G. A. **Kenny, R. F.**, & Vick, E. H. (2008). Taking serious games seriously: Immersing academic content through endogenous fantasy. *Educational Technology Research and Development Journal*, 56(6), 511- 537.

- <sup>(3)</sup>**Kenny, R. F.** (2008). Digital narrative as change agent to teach reading to media-centric students. *International Journal of Social Sciences*, 2(3), 187-195.
- <sup>(3)</sup>**Kenny, R. F.** & Gunter, G.A. (2007). Endogenous fantasy-based serious games: Intrinsic motivation and learning. *International Journal of Social Sciences*, 2(1), 8-13.
- <sup>(2)</sup>**Kenny, R.** (2007). Evaluating cognitive tempo in the digital age. *Educational Technology Research and Development Journal*, 57(1), 45-60.
- <sup>(3)</sup>**Kenny, R. F.** & Gunter, G. A. (2006). Enhancing literacy skills through digital narrative. *The Journal of Media Literacy*, 53(2), 40-45.
- <sup>(1)</sup>Gunter, G. A., **Kenny, R. F.** & Vick, E. H. (2006). A case for a formal design paradigm for serious games. *The Journal of the International Digital Media and Arts Association*, 3(1), 93-105.
- <sup>(2)</sup>**Kenny, R.** (2005). Growing up digital: Implications for teaching and learning. *The Journal of the International Digital Media and Arts Association*, 2(2), 27-44.

In PROCESS (numbers refer to agenda topic numbers above)

- <sup>(1)</sup>Campbell, L. Gunter, G. A. & **Kenny, R. F.** (2016, Submitted). Evaluating mobile applications: A study of teachers using the RETAIN model. *International Journal of Game-based Learning*.

### Books/Chapters

#### Published

- Kenny, R. F.** & Gunter, G. A. (2015). Building a Competency-based STEM Curriculum in non-STEM Disciplines: A sySTEMic Approach. In Hokanson, B., Clinton, G., & Tracey, M., (Eds.). *The Design of Learning Experience: The future of educational technology*. New York: Springer-Verlag, 181-198.
- Kenny, R. F.** & Gunter, G. A. (2015). Internet of Things. In J. M. Spector, D. Ifenthaler, T. E. Johnson, W. C. & Savenye, M. M. Wang (Eds.), *Encyclopedia of Educational Technology*. Thousand Oaks, CA: Sage, 422-425.
- Wang, C. X. & **Kenny, R.** (2014). From the technology acceptance model to change/diffusion theory: Integrating Second Life for learning and instruction. In W. Ennis, M. Richardson, & K. Lane (eds.). *New and Emerging Technologies*. Kendall/Hunt Publishing Company.
- Kenny, R.** (2008). Chapter Six Special Features: Technology, digital media, and curriculum integration. In G. B. Shelly, T.J. Cashman, R. Gunter & G. Gunter:

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*Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom.* Boston, MA: Thomson Course Technology. Z

**Kenny, R.** (2008). Chapter Seven-Special Features: Evaluating Educational Technology and Integration Strategies. In G. B. Shelly, T.J. Cashman, G. Gunter & R. Gunter: *Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom.* Boston, MA: Thomson Course Technology.

**Kenny, R.** (2004). *Teaching television production in a digital world, (2<sup>nd</sup> ed)* (Teacher Edition). A mediated course book for teachers of Television Production, and others interested in media education. Greenwood, CT: Libraries Unlimited.

**Kenny, R.** (2004). *Teaching television production in a digital world, (2<sup>nd</sup> ed)* (Student Edition). A mediated course book for teachers of Television Production, and others interested in media education. Greenwood, CT: Libraries Unlimited.

**Kenny, R.** (1998). *Teaching television production in a digital world, (Teacher Edition).* A mediated course book for teachers of Television Production, and others interested in media education. Greenwood, CT: Libraries Unlimited.

**Kenny, R.** (1998). *Teaching television production in a digital world, (Student Edition).* A mediated course book for teachers of Television Production, and others interested in media education. Greenwood, CT: Libraries Unlimited.

### In Process

Gunter, G. A. & **Kenny, R. F.** (2017, in Press). The narrative imperative: Integrating story into classroom curricula. In Brad Hokanson, Clinton, G., & Tracey, M., (eds.). *Educational technology and narrative: Story and instructional design.*

### **Grants & Funded Projects**

#### Funded

**Kenny, R.** & Stork, M. (2014). Indian River State College Florida Standards Consortium. Learning Tools for FL State Standards. Funded: \$386,000.

**Kenny, R.** (2013). The World of Naaya Seed Grant. Grant Writing project: Noorali Foundation. \$10,000.

Triscari, R, & **Kenny, R.** (2012). Gamba Family Foundation Grant. AFCAAM Digital yoUth Camps. \$5,000. Co-PI.

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Gunter, G.A. & **Kenny, R. F.** (2010). *ELCOT: Experiential Learning Centers of the Future*. Co-PI on a \$5,000 funded research-based grant by the Toni Jennings Exceptional Education Institute (TJEEI) to do follow-up research on e-inventing school media centers and public libraries.

**Kenny, R.** & Gunter G. (2008). *Me-Stories: Environmental and Global Climate Change*. Co-PI on a \$5,000 Faculty GED Fellowship awarded by the Faculty Center for Teaching and Leadership and The Office of Undergraduate Studies.

Gunter, G.A. & **Kenny, R. F.** (2008). *Using Digital Booktalk and the Digital Narrative curriculum to teach reluctant and striving readers*. Co-PI on a \$9,000 funded research-based grant by the Toni Jennings Exceptional Education Institute (TJEEI) to do follow-up research on the digital narrative curriculum framework using Digital Booktalk®.

**Kenny, R.** (2007). *Anti-smoking Awareness Campaign*. Florida State Department of Health. Produced and evaluated anti-smoking videos submitted to the Florida State Department of Health as a part of their teenage smoking and pregnancy campaign. \$7,500.

Gunter, G.A. & **Kenny, R. F.** (2007). *Digital Narrative as Curriculum Framework for Gifted and Twice Exceptional Students*. Co-PI on a \$10,000 funded research-based grant by the Toni Jennings Exceptional Education Institute (TJEEI) to continue to develop a digital narrative curriculum framework using Digital Booktalk® that focuses on using digital narratives to motivate and improve performance in the areas of language development, and creative critical thinking in twice exceptional students.

Peters, P., **Kenny, R.** & Lenz, A. (2007). *Cowboys with Cameras*. Co-PI: Developed a research methodology in conjunction with Interactive Expeditions Project took place in Moab Desert, Utah to test the classroom efficacy of live, interactive video. Funded by TracStar, a local company that supplies satellite transmitters to industry. Was a member of the initial presentation team that committed to conduct research and publish results. Resulted in an on-going development and commercialization project headed up by Phil Peters, who acted as PI. Initially funded for \$140,000. Analyzed educational effectiveness of the use of satellites in remote classrooms.

Gunter, G.A. & **Kenny, R. F.** (2006). *Digital Narrative as Curriculum Framework*. Co-PI on a \$30,000 funded research-based grant by the Toni Jennings Exceptional Education Institute (TJEEI) to develop a digital narrative curriculum framework using Digital Booktalk® that focuses on using digital narratives to motivate and improve performance in the areas of language development, and creative critical thinking in twice exceptional students.

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Kenny, R. (2005). Course Innovation Project. Submitted to UCF Faculty Center for Teaching and Learning. \$1,000. To convert video production courses to Lecture with Lab (C-type).

Gunter, G.A. & **Kenny, R. F.** (2005). Toni Jennings Exceptional Education Incentive Award to develop prototype for story-based game authoring tool. \$6,000. Seed grant for the Research Award.

**Kenny, R.** (2004). University Special Equipment Grant. \$18,000 awarded to purchase equipment for department. Proposed purchasing laptops to serve as loaners for students who cannot afford them during transition to requirement that all incoming students purchase their own laptops for technology courses.

**Kenny, R.** (2004). In-house Research Grant. Awarded \$7,500 for Digital Booktalk® Project. Used money to teach graduate level course to further develop product and to write literature review for upcoming research project. Resulted in several journal publications as well as a trademark for Web portal.

#### Submitted

**Kenny, R.** & Zalewski, J. (2014). Building an Individualized Approach to Teaching STEM in Informal Learning Environments for Out of School Students (NSF14-526). \$500,000. (Not funded).

**Kenny, R.**, Wang, C. X. & Stork, M. (2014). AACTE Fellowship Grant. \$30,000. (Not funded).

Zalewsky, J., **Kenny, R.**, & Wohlpart, J. (2014). Project Kaleidoscope: Teaching to Increase Diversity and Equity in STEM (TIDES). \$300,000. (Not funded).

Zalewsky, J., **Kenny, R.**, Gonzalez, F, Stork, M., & Frost, L. (2013). DRK-12: A sySTEMic Approach to Building Teachers' Competency in Science, Technology, Engineering, & Math. NSF \$399,000. (Not Funded).

**Kenny, R.** & McCulloch, E. (2012). GEP: Enhancing student learning through technology: Technology and pedagogy. (Not Selected).

Guo, D., Colbi, E., Ciolfi, D, & **Kenny, R** & Zalewski, J. (2012) Computing MILIEU: Multidimensional Informal Learning in the Integrated Environment – Unsupervised. NSF: \$500,000. (Not funded).

Zalewski, J., **Kenny, R.**, & Wang, X. (2011). Innovative Technology Experiences for Students and Teachers -CE21 Planning Grant. Program to upgrade improve in-service and pre-service training for computer science teachers. National Science Foundation (NSF). \$200,000. (Not Funded)



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### Conference Papers/Presentations/Workshops

- Kenny, R.**, Gunter, G., & Garabedian Stork, M. (2015). Glasses in classes: An exploration study to determine the efficacy of using smart glasses and mobile first learning in educational environments. 2015 Annual Conference of the British Educational Research Association, Belfast, Northern Ireland, September.
- Kenny, R.** & Garabedian Stork, M. (2015) Mediamorphosis: Transitioning K-12 media centers into 21st century learning commons. In S. Carliner, C. Fulford & N. Ostashewski (Eds.), *Proceedings of World Conference on Educational Media and Technology 2015*. Association for the Advancement of Computing in Education (AACE).
- Gunter, G. A., Campbell, L. O. & **Kenny, R. F.** &. (2015). The Gamification of Mobile Learning Evaluated by the RETAIN Model. *Association for Educational Technology and Communications International Conference*. Indianapolis, IN. November 3-7, 2015.
- Kenny, R. F.** & Gunter, G.A. & Zalewski, J. (2015). Adventures in Cyber-computing: Moving from the Internet of Things to the Internet of Everything and Anything. *Association for Educational Technology and Communications International Conference*. Indianapolis, IN. November 3-7, 2015.
- Kenny, R. F.** & Gunter, G.A. (2015). The Process of Developing and Creating an Academic Journal for Emerging Scholars: A Formative/Qualitative Study. *Association for Educational Technology and Communications International Conference*. Indianapolis, IN. November 3-7, 2015.
- Garabedian Stork M., & **Kenny, R.** (2015). Mediamorphosis: Transitioning K-12 media centers into 21st century learning commons", World Conference on Educational Media & Technology, AACE, Montreal, Quebec, Canada, June 22-25.
- Kenny, R. F.** & Gunter, G.A. (2014). Instructional Design for STEM-based Learning: A New Approach to Building Competency in Science, Technology, Engineering, & Math. *Association for Educational Technology and Communications International Conference*. Jacksonville, FL. November 4-2014.
- Gunter, G.A. & **Kenny, R. F.** (2014). The Internet of Things. *Association for Educational Technology and Communications International Conference*. Jacksonville, FL. November 4-8, 2014.

- Stork, M. & **Kenny, R. F.** (2014). BYOD in Schools: Exploration on Its Future Research. *Association for Educational Technology and Communications International Conference*. Jacksonville, FL. November 4-8, 2015.
- Zalewski, J, Gonzalez, F, & **Kenny, R.** (2014). Small is beautiful: Embedded systems projects in an undergraduate software engineering program. *The Federated Conference on Computer Science and Information Systems*. Warsaw, Poland, September 7-10, 2014.
- Gunter, G. A. & **Kenny, R. F.** (2014). Leveraging student to student interactions to increase motivation and engagement in online classrooms: An action research case study. *Society for Information Technology & Teacher Education (SITE), 24<sup>th</sup> International Conference*. Jacksonville, FL. March 17-21, 2014.
- Kenny, R. F.** & Gunter, G. A. (2014). MOOCs: The new EDU imperative. Society for Information Technology & Teacher Education (SITE), 24<sup>th</sup> International Conference. Jacksonville, FL. March 17-21, 2014.
- Gunter, G. A. & **Kenny, R. F.** (2014). ELCoT: Evolving libraries and media centers into Experimental Learning Centers of Tomorrow. *2014 Information Fluency Conference*. Orlando, FL. February 26-27, 2014.
- Zalewski, J., McShane, M., & **Kenny, R.** (2013) Being a part of a green university: What does that mean for studies in art, computing and educational technology? *International Conference on Corporate Sustainability and Eco-Innovations*. Kozminski University, Warsaw, Poland. November 18-19, 2013.
- Zalewski, J, Gonzalez, F, & **Kenny, R.** (2013). Creating research opportunities with robotics across the undergraduate STEM curriculum. *6th Annual Florida Statewide Symposium: Engagement in Undergraduate Research* University of Central Florida, Orlando, FL. October 11-12, 2013
- Kenny, R. F.** & Gunter, G. A. (2013). Interactive India: A Case Study to Explore Ways to Increase Instructor Immediacy and Social Presence in Immersive Interactive Online Classrooms. *Association for Educational Technology and Communications International Conference*. Anaheim, CA. October 3 - November 2, 2013.
- Gunter, G. A. & **Kenny, R. F.** (2013). Implementing A Digital Sandbox Culture Into Schools → Integrating iPads. *Association for Educational Technology and Communications International Conference*. Anaheim, CA. October 3 - November 2, 2013.
- Gunter, G. A. & **Kenny, R. F.** (2011). Reinventing school media centers for the 21st century. *Association for Educational Technology and Communications Annual Conference*, Jacksonville, Florida. November 8-12.

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**Kenny, R. F.**, Gunter, G.A. Wang, C.X., Hibbard, S., & Green, L. (2011). Creating an assessment blueprint for a pre-service teachers' technology in integration course. *Association for Educational Technology and Communications Annual Conference*, Jacksonville, Florida, November 8-12.

**Kenny, R.** (2011). Beyond Gutenberg: Reinventing School media Centers in an era of appropriation, distributed cognition, and collective intelligence. *National Association for Media Literacy Education*. Philadelphia, PA July 22-25.

**Kenny, R.** & Gunter, G. (2011). Beyond Gutenberg: A new narrative paradigm. Society for Information Technology & Teacher Education (SITE), 22<sup>nd</sup> International Conference, Nashville, TN, March 7-11.

Gunter, G. A. & **Kenny, R. F.** & (2010). Best practices in eLearning that increase social presence and teacher Immediacy in large blended classes. *E-Learn 2010 - World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*. Orlando, FL.

**Kenny, R.** & Gunter, G. (2010). Digital Booktalk: Using Book Trailers to bridge the gap between intrinsic and extrinsic motivation to read. *Association for Educational Technology and Communications*. Anaheim, CA, October 27-30.

Gunter G. & **Kenny R.** (2010). Supersizing large class instruction: Which eLearning instructional strategies create social presences and teacher immediacy?. *Association for Educational Technology and Communications*. Anaheim, CA, October 27-30.

Gunter, G. & **Kenny, R.** (2010). Best practices that increase social presence and teacher immediacy in large blended classes. *World Conference on ELearning in Corporate, Government, Healthcare & Higher Education*, Orlando, FL, October 18-22.

**Kenny, R. F.** & Gunter, G. A. (2009). DBT: Motivation for reluctant readers. A half-day workshop conducted at the *Florida Educational Technology Conference*, Orlando, FL. January 24, 2009.

Gunter, G.A. **and Kenny, R.F.** (2008). DBT: Integrating digital storytelling into the curriculum. A half-day workshop conducted at the *Innovative Learning Conference* in San Jose, CA, October 13-16, 2008.

Gunter, G.A. **and Kenny, R.F.** (2008). Integrating storytelling and technology into the curriculum. An all-day workshop conducted at the *Research to Reality - Signature Series Conference at the Toni Jennings Exceptional Education Institute*, May 8, 2008.

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- Gunter, G.A. and **Kenny, R.F.** (2008). Using technology to enhance literacy. A half-day workshop conducted at the *10<sup>th</sup> Annual Literacy Symposium held at the Toni Jennings Exceptional Education Institute*, April 3, 2008.
- Gunter, G.A. and **Kenny, R.F.** (2008). DBT: Integrating digital storytelling into the curriculum. A half-day workshop conducted at the *Florida Educational Technology Conference*, January 24, 2008.
- Gunter, G.A. and **Kenny, R.F.** (2007). Integrating digital storytelling into the curriculum. A half-day workshop conducted at the *Florida Educational Technology Conference*, January 23, 2007.
- Pan, C.C., Gunter, G., **Kenny, R. F.**, Sullivan, M. & Cornell, R. (2007). The great debate: F2F, WWW, or blended. *Educational Media and Innovative Practices: Challenges and Visions, International Council for Educational Media*, p 67-75. Available at [http://www.educonlinux.eu/deliverables/Educonlinux\\_INTER\\_paper.pdf](http://www.educonlinux.eu/deliverables/Educonlinux_INTER_paper.pdf)
- Kenny, R. F.** & Gunter, G. A. (2006). Digital narrative as a curriculum framework. *The International Digital Media and Arts Association (iDMAa) Annual Conference*. Available at: <http://www.units.muohio.edu/codeconference/papers/papers/Kenny%20Gunter%20paper.pdf>.
- Gunter, G. A. & **Kenny, R. F.** and Vick, E. H. (2006). *A case for a formal design paradigm for serious games. The International Digital Media and Arts Association (iDMAa) Annual Conference*. Available at: <http://www.units.muohio.edu/codeconference/papers/papers/Gunter%20Kenny%20Vick%20paper.pdf>.
- Gunter, G. A. & **Kenny, R. F.** (2006). Digital narrative as a curriculum framework to attract reluctant readers. Half day workshop conducted at the *Just read Florida Leadership Conference.*, July 10-12, 2006, Orlando, FL.
- Kenny, R.F. & **Gunter, G.A.** (2005). Digital Booktalk: Pairing books with potential readers. A paper presentation made at the *27th Association for Educational Communications and Technology International Conference (AECT)*. October 19-23, 2004, Chicago, Illinois.
- Gunter, G. A. & **Kenny, R. F.** (2005). Thinking out of the hexagon - Digital media in the classroom. *Association for Educational Communications and Technology (AECT). International Annual Conference*, Orlando, FL.
- Kenny, R. F.** & Gunter, G. A. (2005). Literacy through the arts. *Association for Educational Communications and Technology (AECT) International Annual Conference*, Orlando, FL.

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Gunter, G.A. & **Kenny, R.F.** (2005). *The elements of digitally-mediated storytelling*. All-day workshop conducted at the *Florida Educational Technology Conference*, Dallas, TX, March 24-26, 2005.

**Kenny, R.** & Gunter, G. A. (2004). Digital Booktalk: Pairing books with potential readers. *Association for Educational Communications and Technology (AECT)*. *International Annual Conference*, Chicago, IL.

Gunter, G.A. & **Kenny, R. F.** (2004). Video in the classroom: learning objects or objects of learning? *Association for Educational Communications and Technology (AECT)*. *International, Annual Conference*, Chicago, IL.  
Available at:  
[http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/2b/ca/b9.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2b/ca/b9.pdf).

**Kenny, R.** (2003). The medium is the message revisited. *Association for Educational Communications and Technology (AECT)*. *International Annual Conference*, Anaheim, CA.

**Kenny, R.** (2002). Teaching, learning and communicating in a digital world. *Association for Educational Communications and Technology (AECT)*. *International Annual*, Dallas, TX.

### Other Scholarly Activities

#### Fulbright Fellowship

Named alternate/finalist for Fulbright Award to study Digital Cultures at the University of Bergen in Norway for 2011-2012.

#### Trademark

*Digital Booktalk*. Received from US Patent Office, summer, 2009, for look and feel of Website (<http://digitalbooktalk.com>) and associated interactive activities. The Curriculum Model is currently copyrighted intellectual property.

#### Student Awards

Sasha Minky-Ellis. Educational Technology student (FGCU). Won University Graduate Student of the year 2012-2013.

Amy Rothenberg. Educational Technology Student (FGCU). Won College Graduate Student of the year Award. 2011-2012.

Eduardo Ferrer & Nelson Urena. Undergraduate students (UCF). Won video awards for Anti-smoking video campaign from the Florida State Department of Health, January, 2007. \$3,000 each.

Matt Walsh, Brett Thomason. Undergraduate students. *Digital Booktalk*. First Place-Humanities and the Arts Division. UCF Showcase of Undergraduate Research (SURE), April 2005. \$1,000.

Felie Retuta. *Poverty Your Issue - PSA*. Undergraduate student (UCF). National Finalist Film Your Issue. Spring 2005.

Ken Tu & Travis Andrews. *Rage of Demons*. Undergraduate students (UCF) First Place 30<sup>th</sup> International Student Media Festival-AECT, Chicago, IL, October, 2004.

## SERVICE

### University Workshops

Managing (ir)Rational Human Behavior. Invited presentation at Florida IAL Chairs Retreat, Howey in the Hills, FL September 13, 2014.

College of Education iPad Initiative Workshops/Lunch and Learn (Spring 2014)

FGCU University Faculty Technology Retreat (spring 2011 & Fall 2011).

*Change Theory*. FGCU Leadership Symposium, January 2011.

*ELCOT: Evolving Libraries and Media centers in Experiential Learning Centers of Tomorrow.2011 Executive Leadership Summit. University of Central Florida, spring 2011.*

*Integrating technology and story invention process across the curriculum*. A two-day workshop conducted at the Research to Reality - Signature Series Conference at the Toni Jennings Exceptional Education Institute (UCF), October 27-28, 2008.

### Public School/Community Workshops

**Digital yoUth** Camps at AFCAAM - summer (2011-2015).

*Introduction to Digital Narrative*. A workshop conducted at Educational Leadership Center at Orange County Public Schools, June 12, 2006.

*Digital U: The Parramore Project* – Helped organize and deliver a week-long summer camp to help underprivileged students have an exposure and access to storytelling, digital media, and various technologies. This project was to expose students in the downtown area of Orlando to digital media and opportunities to express themselves through the media. (2006).

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### Editor in Chief

**Journal of Formative Design in Learning.** New journal sponsored by AECT and to be published by Springer with first issue in spring 2017. Springer intends to submit this journal as part of its university course package to place it in all college libraries in the USA.

### Manuscript Reviewer

- *British Journal of Educational Technology.* (Have reviewed 55+ submissions to date)
- *Educational Technology Research & Development.* (Have reviewed 11+ submissions to date)
- *Educational Media International.*
- *World Academy of Science, Engineering & Technology.*
- *Journal of Effective Teaching.*

### Awards

- Fulbright Fellowship – Finalist/Alternate, Norway (2010)
- LIFE@UCF Research Award, fall, 2009.
- Undergraduate (GED) Faculty Fellow, Faculty Center for Teaching & Learning (FCTL), 2008-2009.
- Scholarship of Teaching and Learning (SoTL) Faculty Fellow, spring 2009.

### Professional Affiliations

- Society of Information and Teacher Education (SITE) – Current Member.
- Association for Educational Communications and Technology (AECT) Current Member.
- International Digital Media and Arts Association, (iDMAa) Founding Member & Workshop Program Chair, 2004, 2005 annual conferences.
- Member Advisory Board for Florida Online Reading Professional Development (FOR-PD) 2004-2010.

## IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

### Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Babcock Neighborhood School
2. Full name Dorothy C. Rea, PhD  
Home Address 1411 SE First Place, Cape Coral, FL 33990  
Business Name and Address Florida Gulf Coast University  
Phone Number 239 590-7777  
E-mail address drea@fgcu.edu

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (specify). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.  
 Yes  No

- 
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).  
 Yes  No

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5. Why do you wish to serve on the board of the proposed charter school?  
When I heard the plans for this Charter School, I was excited. High standards combined with high expectations for the whole child taught in a caring manner. The curriculum is to be place based, project type with critical thinking and problem solving at the center. Technology will be encouraged as will creativity.. Students will experience the arts. This school will be a fun place to teach and learn. When I look at the Mission, Vision and Core Values for Babcock Neighborhood School, I see many parallels with FGCU. These are the reasons why I teach at
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the university. Truly, all students will make academic progress supported by data.

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6. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member is a position of public trust and fiduciary responsibility. We would oversee the operations of the school ensuring the quality of the programs, hire and evaluate the school leader, adopt a budget, and facilitate parent involvement. As a charter school it will be important to follow the Charter documents and work with the sponsor. The Board is a collegial body making decisions as a group but the staff handles the day to day operations of the school. Most important is that through this governing body we set a positive atmosphere for learning. Student will want to come and teachers will enjoy teaching.

I would also attend the trainings and Board Meetings.

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7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on a School Board, but I have worked in systems with the Board. Currently, I teach at Educational Leadership at Florida Gulf Coast University. I have leadership skills and know how to do my share as part of a group. At present, I chair the College of Education Shared Governance Committee. We have written the Shared Governance document as well as elected the committee members for the college and university committees. As chair of the Institutional Affairs Team for FGCU I also sit on the Faculty Senate Leadership Team where we review, change and vote on items before they are presented to the Faculty Senate. This is much like the Charter School Board would be.

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8. Describe the specific knowledge and experience that you would bring to the board.

I have taught for 20 years at the elementary and middle school levels, and then became a principal for 21 years in elementary school. While doing this I taught at the University of Missouri Kansas City and when I moved to Florida I joined the staff at Florida Gulf Coast University where I taught the beginning classes in how to be a teacher. Currently I am in the educational leadership department teaching students how to be principals. I also teach doctoral students I understand curriculum, child development, and learning; and the theories behind the choices that we make.

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### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

This will be a school which prepares students as leaders, problems solvers to become independent creative, and compassionate lifelong learners and problem solvers. All of the best parts of the culture that we need to pass to our children are included in the Core Values.

Teachers will enjoy teaching because they are active partners..

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2. What is your understanding of the school's proposed educational program?

The program will encourage student to be lifelong learners, problem solvers and leaders. The program will be environmentally based focused on "greenSTEAM" which integrates STEM in holistic learning. Diversity is addressed, but most of all I am glad you included FUN.

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3. What do you believe to be the characteristics of a successful school?

I believe the Board and the teaching staff must agree on the plan and plan together for student learning. Everything must be developed from theory and research of what we know works. High standards would be set for the staff both in preparation and expectations for student learning. Celebrations of differences should be encouraged. Students should learn from their mistakes and not be afraid to make them. Parents should be a part of the planning and should be welcome in the school. The culture of the school should be positive, and it is evident when you walk in the door. Students want to learn so discipline would be at a minimum. Teachers

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would want to come to school!

It should be well run fiscally so supplies are available for all programs. The Board needs to keep track of money.

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4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I would read and evaluate the reports on student achievement and financial/operational goals and objectives and discuss with the Board team. I would like to visit the school and the classrooms when school is in session to actually see what is happening. As a principal I was expected to be in each classroom daily (Management by Walking Around). I would want the school leader to do this and be able to discuss what is seen with me.

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5. What do you see as your role regarding the school leaders?

I would want the school leader to be aware of the Standards for the principalship and be proficient in all areas. In Florida the first four standards have to do with Instruction so I would expect the school leader to be the Instructional Leader. Important also is management and as this school opens that will be a big job from supplies for students and teachers to lunch. From my experience a new facility has its ups and downs, and I would want the school leader to be on top of the facility. Most of all this leader needs to follow the Code of Ethics. That being said, I would want this person so do his job and report to the Board. He/she is responsible for the day to day management. It is our job to pick a great school leader.

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#### **Governance**

1. Describe the role that the board will play in the school's operation.

As a Board Member I will work with the Board as a team to oversee the operation of the school, hire and evaluated the school leader, encourage parent involvement, attend board meetings and trainings, establish policies , govern using the Ethical Conduct, and adopt a budget..

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2. How will you know if the school is successful at the end of the first year of operation?

In terms of student achievement, we would find a program that monitors formative learning of students without over testing. We would decide on summative tests to measure student achievement.. I would think the number of students enrolled by the end of the year would be a way to measure success of school climate. I, also, think we might survey parents and even the community.

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3. How will you know at the end of four years of the school is successful?

I would very much follow the plan in #2 but I think we have to be fiscally sound in four years with high student achievement and parent satisfaction.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think you have started with the Vision, Mission and Core Values. Next the Board needs to be a team that believes in these. Next, I would become better acquainted through inservice of this charter. We need to hire the best school leader to set up this school culture. That school leader would hire staff that would also work as a team that demonstrates the Vision, Mission and Core Values. I have no idea at this time how to recruit students but wouldn't that be a part of setting up the school?

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

This is always a difficult situation but one that must be addressed. I am not sure of the legal obligations of addressing it directly to the Board Member due to the Sunshine Law, but I would address it in a closed Board meeting I would want to have evidence and not just rumor. There are two sides to any issue, and I would want to hear the other side. Maybe after our training I

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would understand what to do better, but I would not let it go.

6. If your school intends to contract with a third-party ESP:
  - a. Summarize your involvement in the selection process;
  - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
  - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

This doesn't apply.

### **Disclosure**

1. Indicate whether you or your spouse is an employee of a charter management organization.  
 Yes  **NO**

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

### **Attestation**

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

#### **Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)**

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

#### **Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)**

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
  1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
  2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated*

by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute "jurisdiction or control" for the purposes of this subsection.

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### Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Dorothy Rea



Signature

May 16, 2016

Date



## DOROTHY C. REA

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CONTACT INFORMATION: FLORIDA GULF COAST UNIVERSITY  
10501 FGCU BOULEVARD SOUTH, FL 33965-6565  
PHONE 239-590-7777  
FAX 239-590-7801  
EMAIL [drea@fgcu.edu](mailto:drea@fgcu.edu)

### EDUCATION

Degree: Doctor of Philosophy, 1989  
Major: Elementary Administration  
Minor: Curriculum  
University of Missouri at Kansas City  
Degree: Education Specialist, 1983  
Major: Elementary Administration  
University of Missouri at Kansas City  
Degree: Master of Arts, 1965  
Major: Elementary Curriculum  
University of Missouri at Kansas City  
Degree: Bachelor of Arts, 1961  
Major: Elementary Education  
Drury University at Springfield, MO

### EXPERIENCE

- Associate Professor College of Education at Florida Gulf Coast University 2015-2016
- Assistant Professor College of Education at Florida Gulf Coast University, 2006 -2015
- Instructor College of Education at Florida Gulf Coast University 2005 – 2006
- Visiting Instructor College of Education at Florida Gulf Coast University 2004 – 2005
- Adjunct Faculty College of Education at Florida Gulf Coast University 2004
- Guest Lecturer at University of Missouri at Kansas City 1982 – 2002
- Assistant Professor at University of Missouri at Kansas City 1994
- Principal of Don Bonjour Elementary School 1991 – 2002
- Principal of Comanche Elementary School 1984 – 1991
- Principal of Greenwood Elementary School 1982 – 1984
- Teacher at Katherine Carpenter Elementary School in Shawnee Mission School District #512 – fourth and sixth grades 1962 – 1982
- Teacher Valley View Elementary School in Shawnee Mission School District #512 – fourth grade 1961 – 1962

### **AWARDS RECEIVED**

- Team Faculty Service Excellence Award 2011-2012
- Honorary Life Memberships – Kansas Parent Teacher Association (Comanche and Bonjour Schools)
- Administrator of the Year for the Shawnee Mission School district 2002
- Elementary Principal of the year – Shawnee Mission School District 1993
- Planning Committee for the National Democratic Convention – 1980
- Delegate to the Democratic Convention 1976
- Listed in *The World Who's Who of American Women*
- *Listed in Who's Who in Politics*

### **RELATED WORK EXPERIENCE**

- Chairman of the Sunset Towers Condominium Association 2003-2005, 2007-2008; secretary 2006-2007
- Taught Practicum for Administrators at UMKC 1988-1995, 2002
- Judged Research and Development Forum in the areas of science and math, 1980-1992
- Designed and administrated motivational summer program, Springboard to Math for the Shawnee Mission School District 1961-1991
- Taught Organization and Administration and Educational Roles for Instructional Leadership at UMKC, 1990
- Taught Organization and Administration as part of doctoral program at UMKC, 1988
- Team leader for team training, 1984-1988
- Tutor in all areas of elementary education
- Tutor in English and algebra for the secondary level
- Developed the first Before School Day Care Program in the Shawnee Mission School District
- Developed the first Breakfast Program at Comanche and Bonjour Elementary Schools
- President of Shawnee Mission Chapter of NEA
- President, Vice President, and Secretary of School Administrators Association of Shawnee Mission School District
- Elementary Principal Representative to the first Shawnee Mission School district Five Year Plan Committee
- Elementary Principal Representative to the committee for Development of Urban leadership curriculum for the School Administration at the University of Missouri at Kansas City

### **PROFESSIONAL MEMBERSHIPS**

National Council of Professors of Educational Administration  
Southern Region Council on Education Administration  
American Association of Colleges for Teacher Education  
Eastern Educational Research Association  
American Association of School Administrators  
Phi Delta Kappa

## **SCHOLARSHIP**

### **Scholarly Peer Reviewed Publications:**

Rea, D.C., Valesky, T.C., Carter, C.F., Wilkerson, J.R. (in press) *Scaling of Educational Leadership Candidates' Commitment to the ISLLC Standards: The ELCBS Scale*. Southern Journal of Education Administration.

Lang, W.S., Wilkerson, J.R., Rea, D.C., Quinn D, Batchelder, H.L., Englehart, D.S., Jennings, K.L. (in press, July 2014). Measuring teacher dispositions using the DAATA battery: A multifaceted Rasch analysis of rater effect, *Journal of Applied Measurement*, 15(3). 240-251.

Rea, D.C., Wilkerson, J.R., Carter, C.F., Valesky, T.C. & Lang W.S. (July -September, 2011) *Assessing ISLCC-based dispositions of education leadership candidates*. *International Journal of Educational Leadership Preparation*. 6(3), 1-14

Carter, C.F., Rea, D.C., Valesky, T.C., Wilkerson, J.R. & Lang, W.S. (October, 2010) *Development and analysis of survey instrument to assess education leadership candidates' dispositions*. Southern Regional Council on Education Administration 2011 Yearbook.

Hudson, J & Rea, D. (1998): *Teachers' perceptions of women in the principalship: A current perspective*. *Advancing women to leadership* 1(3).

### **Scholarly Paper Presentations (Peer Reviewed):**

Wilkerson, J., Rea, D., Valesky, T., Carter, C.; Parfitt, C., Lang, W., Hartman, J., Permuth, S., Shapiro, A. (2016, February). *Educational Leader Candidate Belief Scale: A validity study*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, S.C.

Rea, D., Wilkerson, J., Carter, C., Valesky, T., Parfitt, C. (2015, November). *Validating a survey to assess dispositions in educational leadership using the 2015 draft ISLLC Standards*. Presentation at the annual meeting of the Southern Regional Council on Educational Administration, Atlanta, GA

Rea, D., Wilkerson, J., Carter, C., Valesky, T., Parfitt, C. (2015, October). *Validating a survey to assess dispositions in educational leadership using the 2015 draft ISLLC Standards*. Presentation at the annual meeting of the Florida Association of Principals and Educational Leaders, Orlando, FL.

- Wilkerson, J.R., Lang, W.S., Rea, D.C., Carter, C.F., Valesky, T.C. Parfitt, C.M., Hodges, O. Vanover, C., Shapiro, A. & Permuth, S. (February, 2015) *Incorporating Social Justice into the Educational Leadership Candidate Belief Scale (ELCBS-SJ)* Paper presented at Eastern Educational Research Association Annual Conference, Sarasota Florida.
- Rea, D.C., Carter C.F., Valesky, T.C., Wilkerson, J.R. & Parfitt, C.M., *.Incorporating Social Justice in the Educational Leadership Candidate Belief Survey.* (October, 2014) Paper presented at Southern Regional Council on Education Administration 55th Annual Conference, Atlanta, GA.
- Rea, D.C., Carter, C.F., Parfitt, C.M., Wilkerson, J.R. & Valesky, T.C. *.Relationships between the ISLLC and social justice dispositions.* (October, 2014) Paper presented at Southern Regional Conference on Educational Administration, Oklahoma City, OK.
- Rea, D.C., Wilkerson, J.R., Carter. C.F., Parfitt, C.M., & Valesky, T.C. (October, 2013) *Measuring educational leadership dispositions based on multiple theories.* Paper presented at Southern Regional Conference on Educational Administration, Oklahoma City, OK.
- Rea, D.C., Carter, C.F. & Valesky T.C. (September, 2012) *Assessing Prospective School Leaders' Dispositions.* Paper presented at Southern Regional Council on Educational Administration, New Orleans, Louisiana.
- Rea, D.C., Carter, C.F. Valesky T.C, & Wang, X. (February, 2013) *Scaling Educational Leadership Candidates' Commitment to the ISLLC Standards: The ELCBS Scale.* Paper Presented at the 36<sup>th</sup> Annual Eastern Educational Research Association Conference, Sarasota, FL.
- Lang, W.S, Wilkerson, J, & Rea, D.C., (February, 2013) *Measuring Teacher Dispositions Using the DAATS Battery: A Multifaceted Rasch Analysis of Rater Effect.* Paper Presented at the 36<sup>th</sup> Annual Eastern Educational Research Association Conference, Sarasota, FL.
- Valesky, T.C., Rea, D.C., Carter, C.F, Wilkerson, J.R. (February, 2012) *Assessing administrator attitudes: Do prospective school leaders have the right dispositions to lead successful school?.* Paper presented at American Association of School Administrators/National Council of College Professors. Houston, TX.
- Rea, D., Carter, C. & Valesky, T. C. (2009) Development of an instrument for assessing dispositions of educational leadership candidates. Paper presented at the Southern Regional Council of Education Administration, Atlanta GA.
- Rea, D., Carter, C. Wilkerson, J. Valesky, T.C. & Lang, S. (2010) Development of an instrument for assessing dispositions of educational leadership candidates. Paper Presented at National Association of Secondary School Principals/National Council of Professors of Education Administration Convention & Exposition. Phoenix, AZ,



Carter, F., Rea, D.C., Valesky T. C. Wilkerson, J.R & Lang, S. L. (October, 2010) *Development and Analysis of survey instrument to assess education leadership candidate' dispositions*. Paper resented at Southern Regional Council of Educational Administration. Savannah, GA

Rea, D.C, Carter, C. F., Wilkerson, J. R., Valesky, T.C. & Lang. S. (April, 2011) *Assessment of educational leadership candidates' dispositions*. Paper presented at National Council of Elementary School Principals/National Council of College Professors. Tampa, FL.

Hudson, J & Rea, D. (1998) *Advancing women in leadership: Teacher's perceptions of women in the principalship, A current perspective*. Paper present at Advancing Women in Leadership Conference. Lincoln, Nebraska

Rea, D. (1998) *Effects on achievement of placing students in different learning environments based upon identified learning styles* (Unpublished doctoral dissertation). University of Missouri at Kansas City presented the Department of Education at Auburn University, Auburn.

Wilkerson, J.R., Lang, W.S., Rea, D.C., Carter, C.F., Valesky, T.C., Parfitt, C., Hodges, O., Vanover, C. Shapiro, A., Permuth, S.(2015) *Incorporating social justice into the educational leadership candidate belief scale (ELCBS-SJ)*. Paper Presented at the Eastern Educational Research Association Conference, Sarasota, Florida

#### Symposium:

Wilkerson, J., Lang, W.S., Rea, D. Lewis, E., Yount, L., Carter, C., Wang, X. (February, 2013). Does the Taxonomy Help Students Identify areas of Strength and Potential Growth Needs? In addition. J Wilkerson (Chair). *Symposium on Measuring the Affective Doman Using Thurstone Belief Scales, the Bloom and Krathwohl Taxonomy and Rasch Measurement*. Symposium conducted at the meeting of Eastern Educational Research Association, Sarasota, Florida

#### Doctoral Dissertation Committee Chair:

Zubal, Patricia (2015). Middle school gifted students 'academic achievement and perceptions of cognitive and affective experiences with participation in full-time or part-time gifted program service delivery models (Doctoral dissertation. Retrieved from ProQuest Dissertations and Thesis.

### Doctoral Dissertation Committees:

Essert, D.m (December 2, 2015) Risk Factors Affecting the "At-Risk" Graduation Rate. Retrieved from ProQuest Dissertations and Thesis.

Greene, Jackie S. (2013). *Bridging cultural borders: An interpretative phenomenology of American students' cross-cultural teaching experience in Hungary.* (Doctoral dissertation). Retrieved from <http://www.fgcu.edu>.

Humphries, Colleen J. (2013). *The effect of language load and student proficiency level on the sixth grade FCAT mathematical assessment.*(Doctoral dissertation). Retrieve from <http://www.fgcu.edu>.

Rockhold, Jonas. (2013). *The implications of language proficiency on reading and math FCAT performance.* (Doctoral dissertation). Retrieve from <http://www.fgcu.edu>.

### Educational Specialist Theses Committees:

Greene, Jackie. (2010) *Hermeneutic phenomenological study of the literacy experiences of pre-service Teachers attending a medium-sized southwestern Florida University.* (Unpublished Educational Specialist Thesis). Florida Gulf Coast University, Ft Myers, FL.

Humphries, C.J. (2010). *Evaluation of language load on the 6<sup>th</sup> grade FCAT mathematic assessment and Level of student language proficiency* (Unpublished Educational Specialist Thesis). Florida Gulf Coast University, Ft Myers, FL.

Quinn,D.J. (2012).*Comparing teacher candidates' and licensed educators' commitment to the INTASC Principles: Dispositional assessment utilizing instruments from the DAATS Battery* (Unpublished Educational Specialist Thesis). Florida Gulf Coast University, Ft Myers, FL.

Rockhold, J. (2010) *The implication of language proficiency on reading and math FCAT performance.*. (Unpublished Educational Specialist Thesis). Florida Gulf Coast University, Ft Myers, FL.

### UNIVERSITY COURSES TAUGHT

Graduate

EDA 6061 Principles of Educational Leadership  
EDA 6945 Internship in Educational Leadership

EDA 7940 Internship in Educational Leadership  
EDG 6627 Foundations of Curriculum and Instruction  
EDG 7221 Curriculum Theory  
EDG 7235 Multiple Pedagogies  
EDG7286 Curriculum Design and Evaluation  
EDG 7362 Advanced Learning Theory  
EDG 7940 Internship in Curriculum and Instruction  
EDG 7046 Foundations of Sustainability  
EDG 7980 Dissertation  
EME 6845 Internship in Education  
SSE 5937 World in Transition: Middle East  
SSE 6617 Trends in Social Studies  
SSE 6326 Social Studies Methods: 6 - 12

#### Undergraduate

EDE 4936 Senior Seminar - Elementary  
EDF 2005 Introduction to the Teaching Profession  
EDF 2085 Introduction to Diversity for Education  
EDG2701 Teaching Diverse Population  
EDG 3201 Professional Studies  
EDG 4620 Curriculum and Instruction  
SSE 4153 Social Science Methods: 6 - 12  
SSE 4343 Social Studies and the Humanities  
Mentor Program at Gateway Charter Elementary School

### **SERVICE**

#### University Service

Graduate Curriculum Team (co-chair) 2006 - 2007  
United Faculty of Florida Senator 2007 - 2016  
Faculty Affairs Team 2008 - 2010  
Institutional Affairs Team 2010 - 2016 Facilitator (2014-2016)

#### College of Education

Live Text Committee 2005 - 2009  
COE book club co-chair - 2005 Co-chair  
COE Standard 1 for DOE visit - Poster Board presentation for DOE visit 2005 - 2006  
Social Committee Chair 2006 - 2015  
Mentor adjuncts 2006 - 2010  
Chair of Interview Team - successfully hired two C&I positions

COE Curriculum Team Leader 2007 - 2008  
Met with Eric Strahorn AES to coordinate courses for social studies majors  
NCATE Standard 6 chair 2009  
NCATE Steering Committee 2009  
COE Program Committee 2008 - 2010  
Education Specialist Admission and Policy Committee 2008  
Post Masters Committee 2009 -2015  
Doctorate Admissions and Policy Committee 2015-2016  
C & I Committee 2009 - 2012  
C & I Secondary Program Committee 2009 - 2012  
Educational Leadership Program Committee 2009- 2016  
Advisor for Educational Leadership Students - 2008 - 2016  
Advisor for Social Studies Graduate Students - 2009 - 2012  
Faculty Governance Team 2012 - 2014 Facilitator (2014-2015)  
College of Education Faculty Council 2015-2016 Facilitator (2015-2016)  
Advisor doctoral students 2010 - 1016  
CAEP Standard 1 - 2016

#### Community Service

Collier County - met with director and teachers to address teaching of social studies  
Lee County Report Breakfast  
Presented on NPR radio Talk Show with Dr McTarnaghan for World in Transition  
Race to the Top Committee Member - Lee County  
Race to the Top Grant Writing with Florida Work Force  
Lee County Strategic Plan Committee  
Read to Sunshine Elementary for Dr Seuss Day  
Met with students from De LaSalle visited College of Education to encourage students to attend college  
Met with faculty Sunshine Elementary - Implementing a Transition to first grade class

**Associate Professor - Educational Leadership**

Phone: (239) 590-7777

E-Mail: [drea@fgcu.edu](mailto:drea@fgcu.edu)

Office: MH - #245

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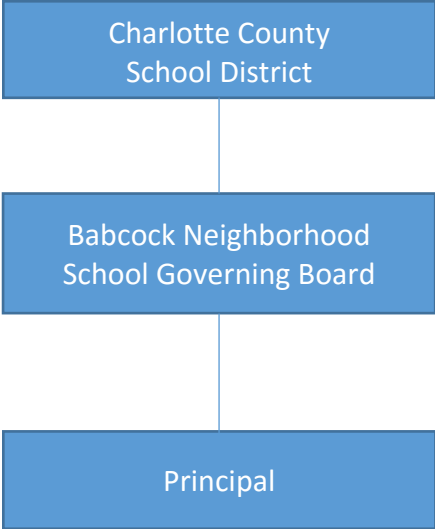
**Dorothy C. Rea** is an Assistant professor of Educational Leadership in the College of Education at Florida Gulf Coast University. She teaches graduate and undergraduates courses in the College of Education. Prior to joining the faculty of Florida Gulf Coast University in 2004, Dr. Rea served as an elementary and middle school teacher. She spent the last 21 years of her career as an elementary principal in the Shawnee Mission School District in Kansas. During this time she taught as an adjunct instructor in the Educational Leadership program at the University of Missouri-Kansas City.

In addition to teaching courses in the undergraduate teaching program and the Educational Leadership program at Florida Gulf Coast University, she also teaches in the doctoral program. Dr Rea's current research is in the area of Educational Leadership Dispositions. She is extending this research to include Social Justice.

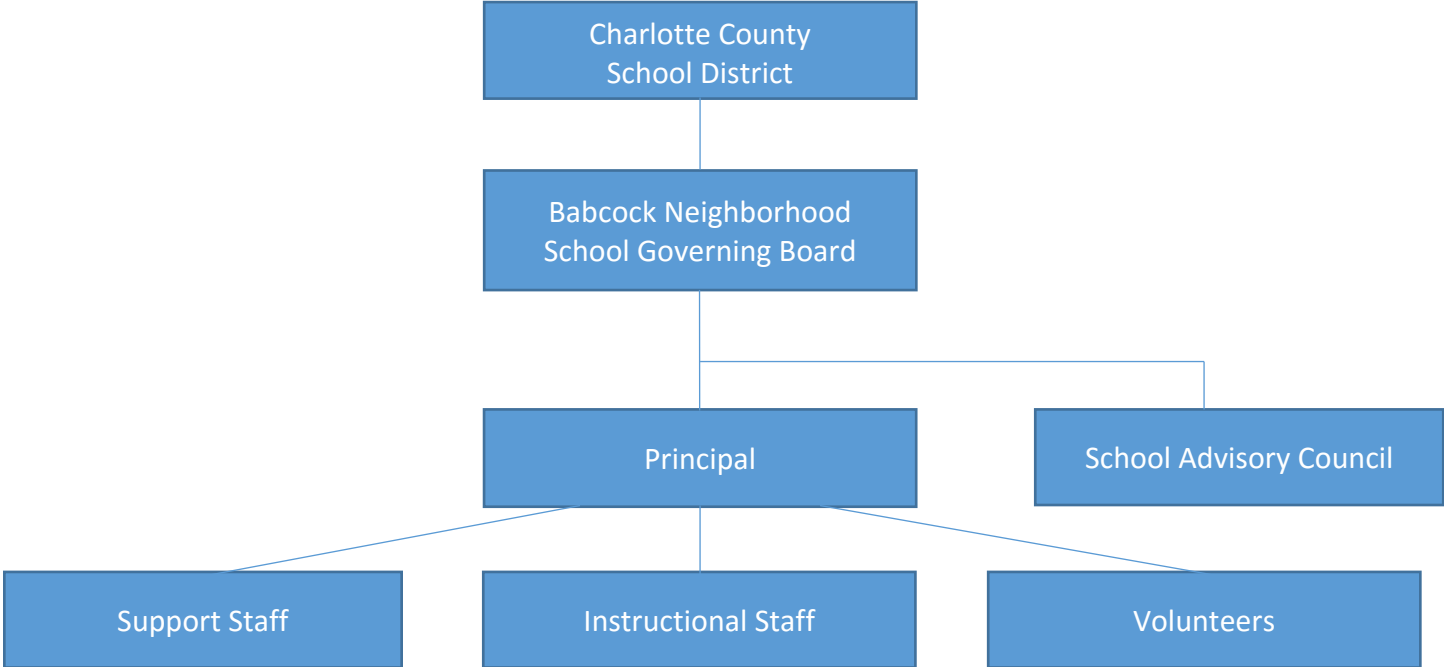
**Attachment M: Organization Charts**

Attachment M: Babcock Neighborhood School Organizational Charts

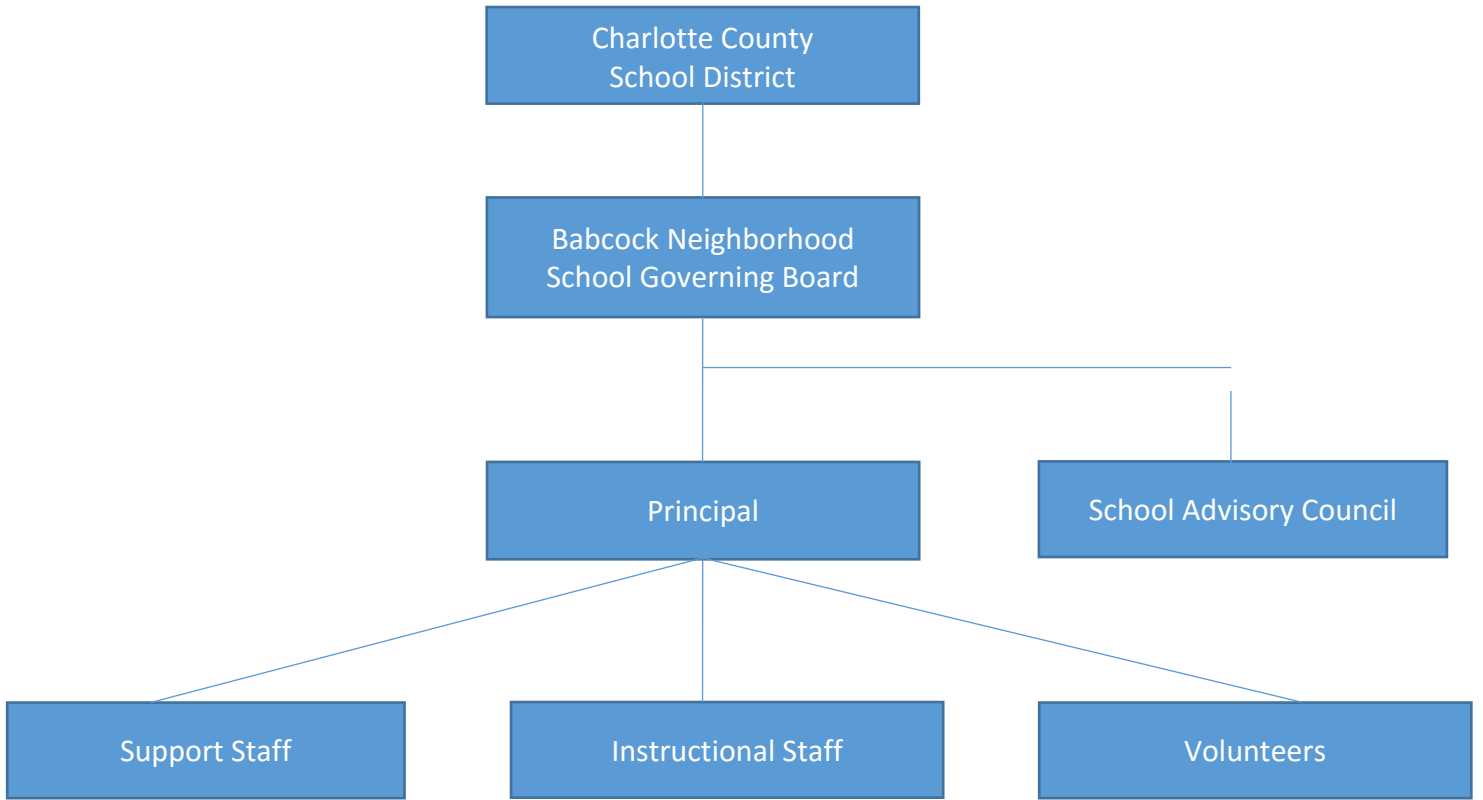
Pre-Operational Year



Year 1

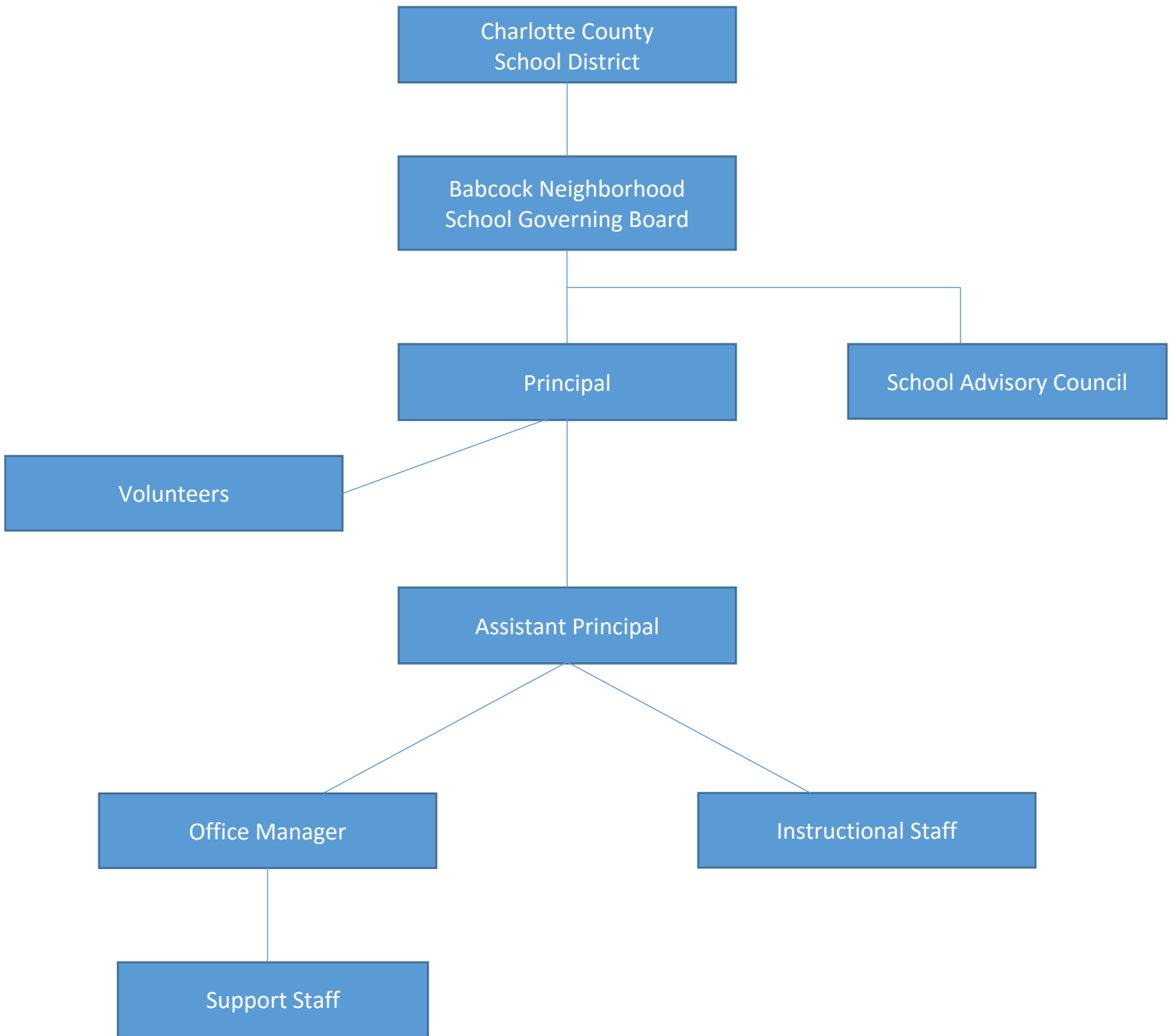


## End of Charter Term





# Full Capacity



**Attachment N: Principal Job Description/Resume**

## **Principal**

The principal leads the implementation of the mission and vision of the School, maintains high academic standards in curriculum, educational practices and student performance, and manages School facilities and finances, while creating a stable and nurturing School environment for faculty and students. The principal provides strong organizational and instructional leadership, in order to assure high student outcomes.

### ***Qualifications***

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Master's degree required. Charter School experience preferred.

### ***Terms***

The principal reports to the Governing Board; this is a 12-month position.

### ***Duties and Responsibilities***

Duties and responsibilities of the principal fall into the following categories:

**Leadership** – The principal is expected to:

- develop and implement the School vision and mission;
- implement, evaluate and report the School's goals and objectives, as stated in the charter, to key stakeholders, including the district School board and superintendent;
- maintain a positive School/community climate and a safe and healthy environment; and
- encourage teachers and pupils to perform to the best of their ability.

**Curriculum and Instruction** – The principal is expected to:

- plan, implement, and evaluate the School instructional program based on student needs and within state guidelines;
- compile and prepare all student achievement outcomes;
- supervise and coordinate School-wide programs, curricula and course options;
- review teacher lesson plans and instruction to ensure correlation with the Florida Standards;
- coordinate and supervise the testing and assessment program; and
- ensure that all academic components of the School's charter are being met.

**Student Outcomes** – To ensure students achieve to their greatest potential, the principal must:

- solicit input from all stakeholder groups and facilitate the development of a School improvement plan (SIP) that addresses all aspects of School and student performance;
- support data-based decision making and implementation of an organized, coherent, and effective multi-tiered system of student supports (MTSS).

**Faculty and Staff** – To effectively lead the faculty and staff, the principal must:

- determine staffing needs;
- coordinate and conduct the interview process and make hiring and termination decisions for all staff;
- supervise all staff;
- coordinate, supervise, and conduct the evaluations of all staff; and
- develop and supervise new teacher programs.

**School Environment and Facilities Management** – To effectively manage the facilities and the School environment, the principal must:

- supervise all students;
- implement and enforce attendance and tardy policies and procedures for all students;
- enforce the discipline plan and assist teachers with all concerns and issues related to student behavior;
- develop and implement School rules and regulations;
- plan, implement, supervise, and evaluate all non-academic programs, (i.e., athletics, extra-curricular, co-curricular);
- plan and participate in special events; and
- assume responsibility for the buildings, grounds, equipment and supplies of the School; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the School.

**Finances** – To provide sound fiscal leadership, the principal must:

- supervise and coordinate the budgetary process;
- ensure that the School is operating within the set budget; and
- oversee the proper financial record keeping processes and maintain inventory control of all School resources.

**Public Relations** – To champion the mission and vision of the School within the School community and the community at large, the principal must:

- recruit students and faculty for the School as needed;
- facilitate frequent communication to the parents of the School community;
- interpret the educational program of the School and School system to the community;
- establish business partnerships and positive relationships with community leaders; and
- initiate fundraising activities.

**Professional Development** – The principal must lead by example regarding continuing education and professional development. To lead effectively in these areas, the principal must:

- participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignment;
- review current developments, literature, and technical sources of information related to job responsibility; and
- be familiar with Charter School Laws and Florida Statutes, understand how they may impact the School, and report to the Board regarding any significant changes or developments.

**Administrative** – To ensure administrator duties are implemented effectively, the principal must:

- oversee the grade reporting system;
- monitor substitute teachers and the class coverage process;
- supervise and coordinate student registration, scheduling, and master scheduling construction;
- maintain records such as but not limited to student test scores, attendance records, overseeing IEPs, and all other reports as needed for efficient operation of the School and compliance with federal, state and local requirements; and
- attend and participate in meetings of the Board and its committees as requested.

## **Attachment O: Principal Qualifications**

## Principal Qualifications

The principal leads the implementation of the mission and vision of the School, maintains high academic standards in curriculum, educational practices and student performance, and manages School facilities and finances, while creating a stable and nurturing School environment for faculty and students. The principal provides strong organizational and instructional leadership, in order to assure high student outcomes.

### Qualifications

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Five (5) years of related professional experience required. Master's degree required. Charter School experience preferred.

### Criteria

**Leadership:** The principal leads the School academically and champions the vision and mission of the School in the community.

**Curriculum and Instruction:** The chosen curriculum provides the foundation for an innovative, rigorous, content-rich program of study that fosters high standards of intellectual and academic achievement and promotes leadership. The principal ensures that the curriculum, as well as the academic delivery of the curriculum, supports these goals.

**Student Outcomes:** High student achievement, both within the classroom and on student assessments, is one of the principal's top priorities. Through implementation of a multi-tiered system of student supports (MTSS) that includes collaborative problem solving, the principal monitors student performance within the School. The principal also stays abreast of current educational trends, in an effort to support student success in the classroom and in society.

**Faculty and Staff:** The principal cultivates and rewards excellence in the classroom through awareness of strengths and deficiencies in the curriculum and in the academic delivery. The principal charts the course for the faculty's academic and professional growth and fosters strong relationships among staff and faculty, as well as establishes open communication among the Board, faculty, staff, and parents. The principal creates a safe, positive, and collegial environment and ensure the professionalism of faculty and staff.

**School Environment and Facilities Management:** The principal's oversight of student success and achievement includes both academic success and the development and implementation of a strong character education program. The principal must recognize academic and civic excellence and champion education to students and families. The principal ensures that students and faculty are safe, that the environment remains positive and orderly, and that the primary focus remains on learning.

**Financial Management:** In order for the school to thrive, the principal must take an active role in the financial management of the School, including setting budget priorities and possessing a general knowledge of the School's fiscal situation.

**Public Relations:** The principal fosters a positive image of the School and an understanding of the School's mission and vision within the community.

***Professional Development:*** The principal leads by example regarding continuing education and professional development.

***Administration:*** The principal demonstrates strong managerial capabilities; successful experience working with School or advisory educational boards; knowledge of the needs of student population; and excellent communication skills.

**Attachment P: Other School Leaders – Job Descriptions and Qualifications**



## **Other School Leader(s) – Job Descriptions and Qualifications**

### **Assistant Principal for Curriculum and Instruction**

The assistant principal (AP) is second only to the principal in the administration of the School and serves as liaison between principal and other School personnel. The AP for Curriculum and Instruction assists the principal with the academic program of the School. In addition, this position assumes any duties assigned by the principal and is fully responsible for the School program in the absence of the principal.

#### ***Qualifications***

Florida certification in Educational Leadership, School Principal, Administration, or Administration and Supervision required within the first year of employment. Three (3) years of related professional experience required. Master's Degree is required.

#### ***Terms***

The AP reports to the principal; this is an 11-month position.

#### ***Duties and Responsibilities***

The AP for Curriculum and Instruction supports and aides the principal in all tasks as directed by the principal and assists with the academic program of the school. An effective assistant principal for curriculum and instruction:

- ensures the curriculum is mapped, incorporates the classical aspects, and is correlated to the Florida Standards;
- works closely with grade level and/or departmental chairs to verify implementation of curriculum (i.e., ensure the curriculum is implemented with fidelity across all classrooms and grades);
- maintains, orders, and inventories textbooks, materials, and equipment;
- plans and supervises School activities;
- supervises student movement in all aspects of the School environment including the cafeteria, buses, crowd control, and hall traffic;
- assists the principal in planning, implementing, and evaluating the School's instructional program based on student needs;
- coordinates professional learning opportunities for all staff to support the mission and vision of the School;
- participates in annual performance evaluations, both as an evaluator of teachers and as a School administrator being evaluated.

**Attachment Q: Teachers – Job Description(s) and Qualifications**

## **Teachers – Job Descriptions and Qualifications**

### **General Education Teacher**

The teacher is the most critical link between the instructional program and the students who will be served. Those employed by the Board will have completed an extensive review by the Board to ensure they meet the standards for the School both in delivery of instruction and establishment of the learning community atmosphere.

#### ***Qualifications***

Bachelor's degree and valid Florida teaching certificate required for subject and grade being taught; holds a valid Florida teaching certificate with coverage other than that required under the Florida Course Code Directory and has been properly approved to teach out-of-field (allowable for one year only); or, has been properly identified as a qualified non-certificated instructional personnel with expert skill or knowledge in accordance with Rule 6A-1.0502, F.A.C. ESOL, ESE, and Gifted Endorsed teachers preferred.

#### ***Terms***

Teachers report to the principal; this is a 10-month position.

#### ***Duties and Responsibilities***

Teachers will be expected to fulfill the role of instructional leader at all times. Effective teachers will:

- provide for the safety and welfare of any and all students of the School
- provide instruction that contributes to academic growth and positive development of students;
- demonstrate knowledge of subject matter to be taught;
- assess the progress of the students assigned;
- report student progress and performance to parents at scheduled intervals and as specific individual needs arise;
- report student progress information to School officials at scheduled intervals;
- plan, organize and create a positive classroom learning environment;
- maintain discipline of students;
- establish classroom guidelines which support the policies of the school and enhance the learning environment for the students;
- follow and uphold the policies of the School and assist students with appropriate behavior and actions that reflect the policies of the School;
- organize and participate in School activities and functions which may occur outside the regular School schedule;
- collaborate with instructional staff to coordinate instructional activities and resources within and across the curriculum;
- support colleagues in the delivery of instruction as it pertains to areas of specialty;
- assist with management and supervision of students throughout the School day;
- attend scheduled staff meetings;
- attend meetings and professional development sessions as established by the School leadership;
- contribute to the learning community atmosphere of the School; and
- maintain the confidentiality of student information as required by school policy and Florida and Federal Law.

## **Exceptional Student Education (ESE) Teacher**

The exceptional student education teacher is responsible for overseeing the ESE program for students on his/her caseload and ensuring that ESE procedures and services are implemented in accordance with the Individuals with Disabilities Education Act (IDEA), Florida statutes and rules related to ESE, and the M-DCPS ESE Policies and Procedures (SPandP) as approved by FLDOE.

### ***Qualifications***

Bachelor's degree and Florida certification in Exceptional Student Education (K-12). Master's degree and 3-5 years of experience is preferred.

### ***Terms***

Teachers report to the principal; this is a 10-month position.

### ***Duties and Responsibilities***

ESE teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ESE. Effective ESE teachers will:

- implement and follow all federal, state, and local guidelines for ESE programs;
- participate as a member of the team planning and/or conducting evaluations/reevaluations and determining eligibility for ESE services;
- plan and oversee use of assessment accommodations in accordance with students' IEPs;
- schedule, attend, and facilitate IEP team meetings in a manner that is informative and collaborative to seek the best instructional options for the student;
- coordinate annual reviews of IEPs with parents and other IEP team members;
- provide services in accordance with students' IEPs, meeting and providing instruction in the locations and at the times designated;
- maintain records of all communications regarding IEPs;
- maintain records of parent contacts;
- maintain student records as required by the School, district, state and federal law;
- report information as required by the School, district, state and federal law;
- provide progress information to parents at scheduled intervals and maintain records of such information;
- monitor student behavior and note strategies for improving student behavior;
- provide staff development to colleagues to ensure all students are being served in a manner commensurate with their needs;
- serve as the School's liaison to the community and other professionals regarding the needs of exceptional students; and
- maintain confidentiality of information regarding exceptional students including identity and IEP contents.

## **Teacher of the Gifted**

The Gifted Teacher is responsible for working with other teachers to ensure students are being served. The specialist is expected to understand and demonstrate the use of the school's curriculum, student instruction and assessment to maximize educational achievement for all students; work collaboratively to assist teachers with implementing strategies for serving students who are identified as gifted.

### ***Qualifications***

Bachelor's degree from a fully accredited college or university. Possession of or eligibility for Florida Educators certificate with Gifted Endorsement.

### ***Terms***

Teachers report to principal; this is a 10-month position.

### ***Duties and Responsibilities***

- Works collaboratively with teachers in the school to ensure Educational Plans are being implemented;
- Assists teachers with differentiating instruction and strategies to meet the needs of the gifted students;
- Collects student performance data and reports progress toward EP goals;
- Schedules and conducts EP meetings with parents and appropriate school and agency personnel.
- Works with ESE Teacher to conduct eligibility determination meetings, data collection, etc.

## **Reading Coach**

### ***Qualifications***

Bachelor's degree from an accredited college or university. Florida certification in secondary education, ESE or reading; must hold or be working towards Reading Endorsement for secondary appointment. Reading coaches are required to achieve Reading Endorsement within two (2) years of appointment. Computer skills are required for this appointment.

### ***Terms***

Teachers report to the principal; this is a 10-month position.

### ***Duties and Responsibilities***

The reading coach will meet the educational needs of the students by assisting secondary level teachers and students in the implementation of the available Reading Programs. Essential duties and responsibilities include:

- Contribute the expertise needed to prepare the school's reading program;
- Work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the Principal;
- Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction;
- Assist the school staff in organizing and managing reading skills as an integral part of all subject areas. Provide in-service training for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction;
- Participate in a team teaching effort with classroom teachers;
- Interpret the reading program for both parents and the community;
- Ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training, and recommended steps to address those needs;
- Participate successfully in the training programs offered to increase the individual's skill and proficiency related to assignments;
- Review current developments, literature and technical sources of information related to job responsibility;
- Perform other duties as assigned by the principal or designee

## **Teaching Assistant/Paraprofessional**

### ***Major Function***

All paraprofessionals originally hired after January 8, 2002 shall meet the requirements of a “Highly Qualified” paraprofessional aide as described in Title I of the Elementary and Secondary Education act.

- This job description describes in general terms the normal duties that the assistant will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the job.
- Special education assistants work under the overall supervision of the principal with direct supervision provided by special education teachers. They are employed when required to implement special education or related services for a class and/or to provide direct assistance to students. Their duties will vary depending upon the age of students served as well as the nature and severity of the student’s disabilities.

### **Teaching and Learning**

- Assist in the educational and social development of students under the direction and guidance of the facilitator and classroom teachers.
- Assist in the implementation of Individual Education Plans for the students and monitor their progress.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Work with other professionals, such as speech therapist, social worker, occupational and physical therapists.
- Assist classroom teachers with maintaining student records.
- Support students with emotional or behavior concerns and assist them in developing appropriate social skills.

### **Administrative Duties**

- Assist in the preparation and display of student work.
- Assist classroom teachers with copying items to support teaching.

### **Standards and Quality Assurance**

- Be at least 18 years of age, have a high school diploma, be capable of physically assisting students with special needs as required (positioning, lifting, transferring, restraining, etc.), demonstrated ability to work effectively under the direction of others, demonstrated ability to work cooperatively with others, willingness to assume any responsibilities appropriate for the position. Support the Mission Statement of the school, behave and speak in a professional manner at all times, set a good example in terms of dress, punctuality, and attendance. Attend staff and team meetings.

## **English Language Learners (ELL) Teacher**

### ***Qualifications***

State of Florida ESOL Endorsement.

### ***Terms***

Teachers report to the principal; this is a 10-month position.

### ***Duties and Responsibilities***

ELL teachers are expected to fulfill the tasks listed above for classroom teachers in addition to their responsibilities specific to ELL. Effective ELL teachers will:

- serve as a liaison between the students, teachers, staff members and families of ELL students;
- administer specialized assessments for ELL students and provide assistance with interpretation to family members and School staff;
- screen Home Language Surveys;
- conduct assessment of eligibility in the ELL program;
- create a learning community environment that is conducive to learning and provides social and emotional support for English Language Learners;
- assess the progress of English Language Learners; provide progress reports and communicate information with parents in their native language;
- attend IEP meetings for students with disabilities who are English Language Learners;
- monitor learning community to determine student achievement and provide translators as needed; and
- provide professional development to School staff regarding cultural and language differences.



## **Guidance Counselor**

The Guidance Counselor provides a comprehensive school counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement in a safe learning environment.

### ***Qualifications***

Master's degree from an accredited college or university in Counseling and State of Florida School Counselor certification or eligibility for Florida State certification. Preference to candidates who have Orientation to and/or experience in a school setting.

### ***Terms***

Guidance Counselors report to the principal; This is a 10-month position.

### ***Duties and Responsibilities***

- Implements the comprehensive school counseling program as outlined in the Schools Professional Counselor plan;
- Acts as an advocate for all students;
- Works in collaboration with other stakeholders in narrowing the achievement gap;
- Provides professional leadership to establish a culture conducive to learning;
- Counsels individual and/or small groups of students with academic, career and personal/social concerns;
- Assists students in developing a plan for achieving educational, career, and personal/social goals;
- Works with Assistant Principal on student scheduling needs;
- Consults with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Problem-Solving Team;
- Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs;
- Provides support to teachers in the delivery of counseling program related curriculum;
- Coordinates with school and community agencies to broaden students' resources;
- Seeks resources necessary to achieve school goals;
- Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues;
- Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate;
- Uses data to develop strategies to positively impact students;
- Follows guidelines of the national, state and district standards for professional school counselors;
- Adheres to ethical and legal professional standards; and
- Uses appropriate technology for counseling services

## **Substitute Teachers**

Substitute teachers will be employed at True North Classical School High School in the event a teacher is unable to attend School to fulfill the teacher's role. Persons employed in this position will have successfully met the employment criteria established by the Board and Florida law. A substitute teacher will be called on an as need basis. The job description for the substitute teacher includes but is not limited to the following:

- follow all policies and procedures as established by the Board for the School
- maintain discipline of students;
- maintain an environment that promotes the safety and welfare of students;
- report to School leadership any behavior, activity or concern deemed as threatening or compromising to the safety and welfare of students;
- manage the assigned classroom and provide instruction as prepared by the classroom teacher;
- promote active learning in the assigned classroom;
- work with students to assist and reinforce instructional objectives as established in the teacher's lesson plan;
- seek input from colleagues as needed to ensure effective delivery of instruction and to maintain classroom environment;
- maintain attendance records and other data as directed by the teacher and leadership of the School; and
- perform other duties as assigned by the School leadership.

## **Office/Business Manager**

### ***Major Function***

Manages financial and bookkeeping aspects of school functions, including financial reporting, purchasing, and contract management.

### ***Qualifications***

Must possess a four-year degree from an accredited institution in a relevant field and have financial management background or prior experience in an operations manager position. Must show demonstrated ability in data management and presentation.

- Coordinates all financial transactions, including revenue activities, expenditures, record keeping, financial reporting, audit oversight, district billing, bank reconciliations, etc.
- coordinates all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.;
- coordinates the collection of any data required for the preparation of reports to the District and to the Governing Board;
- tracks the variance between budget predictions and actual conditions;
- attends weekly meetings with the school principal to monitor the budget;
- attends weekly conference with school treasurer to monitor the budget;
- produces monthly budget variance reports that compare projected budget estimates to actual financial conditions and provides full-year forecasts based upon each monthly budget variance report that show whether the school is over or under budget;
- presents the monthly budget reports/budget variance reports at the Governing Board monthly meeting;
- prepares materials in conjunction with the principal for governing board meetings;
- serves as liaison to the governing board and treasurer of the governing board; and
- manages facility maintenance and daily operations including custodial staff, student meal counts/billing and student transportation.

## **Data Clerk/Registrar**

### ***Qualifications***

Graduation from a standard high school or possession of a GED, and an Associate's Degree from an accredited institution or two (2) years of progressively responsible clerical office experience. Must be computer proficient and either have completed or willing to complete training with SASI. Able to type at least 30 words per minute.

### ***Terms***

Reports to Principal or Assistant Principal (after year 2). Hourly

### ***Duties and Responsibilities***

- Utilizes computer for data/entry retrieval and to produce lists and generate reports;
- Proofreads material and corrects errors;
- Prepares or assists in the preparation of specialized reports such as FTE, fall survey, and/or economic survey, which may require statistical compilation and mathematical calculations;
- Performs clerical and data entry activities related to preparation and maintenance of master schedule;
- Maintains student information for school records and as source data for FTE reporting;
- Audits FTE reports and makes corrections as needed;
- Processes monthly attendance sheets and paperwork to add or drop classes and students;
- Performs a wide variety of other clerical duties such as greeting visitors, signing in parents and tardy students, maintaining records and files, answering telephone, typing or word processing and distributing mail;
- Completes lunch counts daily and order lunches for students;
- Enters volunteer background check information into computer system and periodically checks for clearance; and
- Performs related work as required

**Attachment R: Personnel Policies, if Developed**

## Employee Manual (DRAFT)

### **(3.1) Equal Opportunity Employment**

The organization is an equal opportunity employer. The organization is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, age, sex, national origin or disability. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The organization is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

### **(3.2) Employment Non-Discrimination and Non-Harassment**

Babcock Neighborhood School does not discriminate against anyone, to general operations of the organization, and to any basis prohibited by applicable law or regulation.

Babcock Neighborhood School is committed to an environment in which all individuals are treated with respect and dignity. We believe that each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the organization expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. Thus the organization does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers' compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and also includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay or other form of compensation, and selection for training.

Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually-oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected

status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.

Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance.

Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or attentions, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment.

The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers' compensation claims, marital, veteran or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering into, or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

### **(3.2.1) Retaliation is Prohibited**

Babcock Neighborhood School prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

### **(3.2.2) Reporting Procedures and Investigation**

Babcock Neighborhood School strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to the organization's policy or who have concerns about such matters should file their complaints with the Principal or any Member of the Governing Board or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. The organization will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to

take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established, the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

### **(3.2.3) Responsive Action**

Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the organization believes appropriate under all of the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible in light of all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become a part of the complaint investigation record and that file will be maintained separately from the personnel files.

### **(3.2.4) Conclusion**

Individuals who have questions or concerns about this policy may talk with the Principal or any member of the Governing Board.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that the organization is aware of your problem! It is your responsibility to bring this information to the attention of the organization so the issue can be resolved.

### **(3.2.5) Training**

New employee orientation training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are oriented as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.

### **(3.3) Personnel Records**

Personnel records shall be maintained in accordance with State and Federal Laws. The following records for each employee shall be maintained in a secure file:

- Evidence of successful completion of required education
- Florida Teaching Certificate, certificate of law for the position
- Employee assessments
- Signed contract (if required)



- Signed loyalty oath if required by the State of Florida or the Federal Government.
- Withholding allowance certificate (W-4)
- Copy of Social Security Card
- Benefits enrollment documentation
- Background verification (results of School District fingerprint test)
- Letters of reprimand and information regarding any disciplinary action taken
- Personal Data Sheet
- Employment Eligibility Verification (I9 Form)
- Arrest and Conviction Record
- Drug-Free Workplace Policy.

It is the responsibility of the employee to obtain and submit these documents:

- **Florida Certificate:** the employee must submit the original. A copy shall be made to keep within the file, and the original shall be returned to the employee.
- **Health Certificate:** Prior to initial employment and re-employment following a termination, some employees may be required to submit a certificate of health signed by a licensed medical practitioner attesting to the employee's freedom from contagious and infectious diseases and other physical and medical impairments which would prevent the applicant from performing the duties for whom an employment contract is required.
- **Contracts:** Each employee shall sign the offered contract and submit it to the school office within the specified time.
- **Certificate Extensions/Additions:** Other official correspondence with the state Department of Education and any other documents which may be requested shall be copied in the school office. Copies shall be retained and the originals shall be returned to the employee.
- **Criminal Records:** The school shall determine if the prospective employee has an arrest/conviction record.

Personnel records shall be open for inspection and copying consistent with Florida law, Chapter 119 and Federal laws. Social Security numbers will not be disclosed to the public. Evaluations shall be confidential and not open to the public until the end of the school year immediately following the school year in which the evaluation was made. The following payroll deductions are not open to the public: credit union cards, W-4's, tax shelter information, tax levy, court records.

### **(3.4) Compensation and Benefits**

#### **(3.4.1) Salaried Employees**

Instructional and administrative staff members shall be salaried (exempt) employees. Annually the Governing Board will evaluate the salary schedule to make necessary adjustments that are in alignment with state and federal law and the organization's annual budget.

##### **(3.4.1.1) Contracts**

###### **(3.4.1.1.1) At Will Employer**

All contracts offered by the organization will be at-will contracts specifically stating that either the organization or employee may choose to cancel that contract at any time with or without cause.

###### **(3.4.1.1.2) Probationary Contract**

Employees newly hired by the organization shall be offered a one-year probationary contract in accordance with Florida Statute 1012.335. The probationary license may only be issued once to an employee unless the employee was rehired after a break of service for which an authorized leave of absence was not granted.

**(3.4.1.1.3) Annual Contract**

After completing one successful year on a probationary contract, and conditional upon the employee holding the appropriate state certification from the Department of Education, and having not received two consecutive annual performance ratings of unsatisfactory, nor three consecutive needs improvement or unsatisfactory performance ratings.

**(3.4.1.2) Salary Schedule**

Given that all employees shall only receive annual contracts; all academic employees will be paid under the performance salary schedule as defined in Florida Statute 1012.22(1)(c).

**(3.4.1.2.1) Initial Placement**

The Governing Board will annually establish a starting salary and incremental amount based upon criteria established by the board for determining the initial placement of new employees on the salary schedule. This approval will be conducted as part of the development of the Corporate Budget. The initial placement will be based on the employee's qualifications as of their first day of work.

Experience credit on the instructional salary schedule will be granted for all verified public school experience in accordance with state law. If public school credit is less than eight (8) years full-time private school experience may also be granted up to a maximum of eight (8) total years.

**(3.4.1.2.2) Adjustments for Returning Employees**

Employees returning to the school after having completed an annual evaluation will receive annual adjustments in accordance with the amounts established by the Governing Board. The annual amounts are subject to change based on the annual budget, and shall only apply to the employee's Base Salary, not to any supplemental amounts the employee receives. The adjustments shall be calculated as follows:

**(3.4.1.2.2.1) Highly Effective**

Employees having received a "Highly Effective" rating as part of their annual evaluation shall receive the highest possible annual salary adjustment, as defined by the Governing Board.

**(3.4.1.2.2.2) Effective**

Employees having received an "Effective" rating as part of their annual evaluation shall receive an adjustment equal to 50 percent of the adjustments awarded to the Highly Effective Employees.

**(3.4.1.2.2.3) Other Rankings**

Employees not receiving either Highly Effective or Effective will not be eligible for a performance adjustment, and will only be given the cost of living adjustment if one is established by the Governing Board.

**(3.4.1.2.2.4) Cost of Living Adjustment**

The Governing Board may approve a cost-of-living adjustment for all employees. The cost of living adjustment will be applied to all employees on the schedule equally and can be no more than 50 percent of the amount awarded to employees rated as "Effective" in their annual evaluations.

### **(3.4.1.3) Salary Supplements**

An employee's placement on the salary schedule shall constitute the employee's base pay. In addition to the base pay, the Governing Board may annually approve supplements to be paid to employees, which are annual additions to the base salary for specific qualifications or duties. The supplement does not become part of the employee's continuing base salary. A schedule of possible supplements will be considered by the Governing Board in the establishment of the Salary Schedule and Corporate Budget.

#### **(3.4.1.3.1) Degree Supplements**

A degree utilized for salary purposes must have been awarded by an institution, which was accredited at the time the degree was awarded or must have been validated by an accredited institution as covered under Department of Education procedures for implementation of applicable State Board Rule. It is the employee's responsibility to provide all applicable transcripts.

#### **(3.4.1.4) Paid Time Off**

Salaried employees will be granted Paid Time Off (PTO) within the contract/agreement with the organization.

##### **(3.4.1.4.1) Approval**

PTO requests must be approved by the employee's immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

##### **(3.4.1.4.2) Overuse of PTO**

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

##### **(3.4.1.4.3) Unused PTO for Salaried Employees**

If a staff member uses all PTO allotted to them, any additional sick days will be without pay. PTO time will be awarded at the beginning of the school year, should an employee leave before the end of the school, PTO will be prorated and the employee will be expected to pay back over-used PTO.

#### **(3.4.1.5) Pay Calculations**

Salaried employees of the organization shall be paid year-round, even though the services the employee provides to the organization is less than a full year. In order to clarify the calculations and methodology used by the organization, the Governing Board shall adopt a "Compensation Manual" identifying the specific formulas to be used when calculating employee amounts. This compensation manual will take into account the following policies:

##### **(3.4.1.5.1) Contract Days**

Each year the Principal shall ensure a calendar is created specifically identifying the number of contract days for all salaried employees. This calendar should identify all of the paid versus unpaid days for each employee class.

##### **(3.4.1.6.2) Pay Periods**

The organization shall pay employees twice per month, resulting in a total of 24 pay periods per year. The actual amount each employee will be paid for the fiscal year will be divided by the remaining pay periods that year.

##### **(3.4.1.6.3) Salary Employees Daily Rates**

The Principal shall ensure that a daily rate is calculated and communicated to each employee. This daily rate shall be their employee’s annual salary amount divided by the contract days in the fiscal year. The daily rate shall be used to calculate the actual amount each employee earns for services provided to the school in the event the employee leaves the organization prior to the end of the school year or is required to take unpaid leave.

**(3.4.2) Hourly Employees**

Non-instructional and non-administrative employees shall be paid hourly. Hourly rates will be set by the Governing Board of the school and in accordance with state and federal law.

**(3.4.2.1) Initial Compensation**

Hourly employees shall be offered a specific hourly rate based on the rates paid to similar employees at other local schools.

**(3.4.2.2) Paid Time Off**

All full-time employees are eligible. Temporary, part-time and PRN employees are not eligible. PTO accumulates in relationship to all regular hours you actually work. PTO does not accumulate on overtime hours or on hours not worked, such as when you are using PTO or are on a leave of absence. You may begin using your PTO at any time after it accumulates, however you may not use PTO in advance of any accumulation of it.

| <b>Years of Experience</b> | <b>Accumulation Multiplier</b> | <b>Approximate Weeks Off for Full Time Employees</b> |
|----------------------------|--------------------------------|--|
| Year 1                     | 0.042017                       | (2 weeks)  |
| Year 2-5                   | 0.064378                       | (3 weeks)  |
| Year 6 and on              | 0.087719                       | (4 weeks)  |

**(3.4.2.2.1) Approval**

PTO requests must be approved by the employee’s immediate supervisor prior to the absence, unless the absence is a sick-day and prior notification is not possible.

**(3.4.2.2.2) Unused PTO for Hourly Employees**

Hourly employees are encouraged to use their PTO time during the fiscal year in which it accrues (July 1 – June 30), however, up to fourth (40) hours of accrued PTO time may be carried forward to the following fiscal year. No more than forty (40) hours may be carried forward into the next year.

**(3.4.2.3) Vacation**

Hourly employees who normally work during the following times will be provided holiday pay for the following days. The amount to be paid will be based on the annual average hours worked per day, which is calculated by finding the sum of hours in the work agreement with the employee divided by 52, divided by 5.

**Paid Holidays Time**

- Independence Day
- Labor Day
- Thanksgiving (total of 3 days)
- Winter Break (total of 5 days - Schedule to be determined by the Principal)
- Martin Luther King, Jr. Day
- Memorial Day

#### **(3.4.2.4) Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description.

Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. In determining whether non-exempt employees are entitled to overtime pay, only actual hours worked in a given workday or workweek will be considered. All overtime work must be previously authorized by the Principal. The organization provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) but not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay. Workweeks begin each Sunday at 12:01 a.m.;

#### **(3.4.3) Benefits**

The organization provides a comprehensive Benefit Plan which may vary from year to year as determined by the Governing Board.

##### **(3.4.3.1) Eligibility**

Regular employees who work at least thirty (30) hours per week including job-share employees are eligible for benefits, per individual contracts.

- **Initial Enrollment:** Enrollment and change forms are due in the office within thirty (30) calendar days of hire or change of eligibility status. Coverage becomes effective the first day of the month following thirty (30) days of employment in an eligible benefit status.
- **Open Enrollment:** The Board provides an annual open enrollment period during which an employee may add, cancel, or change coverage. If no action is taken by the employee to change coverage, previous coverages will continue for the next calendar year.

##### **(3.4.3.2) Organizational Contribution**

The organization contributes toward the cost of certain employee benefits each pay period during the school year in which a paycheck is earned. In any period during which a paycheck is not earned, the employee will owe both the organization contribution amount and the normal insurance deductions. Organizational contribution amounts vary and are determined by the Board annual.

##### **(3.4.3.3) Termination of Coverage**

Insurance coverage ends the last day of the month in which an employee no longer meets eligibility requirements or terminates employment.

##### **(3.4.3.4) Leaves of Absence**

While on an approved, unpaid leave of absence, employees are required to pay the entire cost of all insurance plans, including the organization paid portion in order for coverage to continue. The appropriate person(s), agencies, and/or organizations must receive payment by the first of each month. Insurance coverage will be canceled for nonpayment if full payment is not received by the due date. When an employee is on an approved leave, the employee is responsible only for payment of the

portion of premium(s) the employee normally pays. Nonpayment of premiums will result in cancellation of coverage.

***Suspension without Pay:*** While on suspension without pay, an employee is considered to be on unpaid leave of absence. As such, the employee is entitled to maintain insurance coverage by paying the total cost of insurance. If the employee elects to continue insurance and is reinstated, the employee will be refunded the organization contribution paid during the period of suspension. If the employee elects to continue insurance and is not reinstated, the insurance will terminate the last day of the month in which the employee is dismissed. If the employee chooses not to continue insurance and is reinstated, insurance will be reinstated the first of the month following the date of the final order and the employee will be responsible for any regular employee contributions.

#### **(3.4.3.5) Worker's Compensation**

The organization provides Workers' Compensation benefits pursuant to Florida law.

#### **(3.4.4) Additional Compensation**

##### **(3.4.4.1) Compensation for Additional Responsibilities**

From time to time employees may take on additional responsibilities beyond that covered within their contract. The Governing Board may authorize stipends or additional funds to be paid for such activities as described below:

###### **(3.4.4.1.1) Non-Exempt Employees**

Employees who are not exempt from wage and hour laws will be paid their typical hourly rate based on the amount of time spent on the tasks. Efforts should be taken to avoid overtime in the completion of the additional tasks. If overtime is unavoidable, the approval of funds to cover the activities should take the additional cost of overtime into consideration.

###### **(3.4.4.1.2) Exempt Employees**

Stipends for additional responsibilities will typically be paid in one lump sum on the date authorized by the Governing Board, unless another arrangement is authorized by the Board.

The Governing Board shall annually approve a schedule of stipends to pay for additional responsibilities above the typical job responsibilities. The schedule should include the task for which the stipend is offered, when the stipend will be paid, and the amount which will be paid.

Examples of activities for which stipends might be offered include: tutoring outside of school hours, coaching extracurricular activities, providing additional services on behalf of the school.

In the event that multiple employees share a responsibility of a task approved by the board (i.e. coaches who are sharing coaching responsibility), the Principal may authorize the stipend to be split appropriately between the employees.

###### **(3.4.4.2) Employee Bonuses**

The Governing Board may from time to time elect to assign employee bonuses if the annual budget allows for such bonuses to be made. All bonuses must be approved by the Governing Board and be applied uniformly amongst employees of similar employee categories.

###### **(3.4.4.2.1) Performance Based Bonuses**

If the Board of Director elects to provide Performance Based Bonuses, the Governing Board will establish an objective measure for how the bonuses will be applied. The performance criteria for the

employees must be clearly defined by the employee category (i.e. 'Classroom Teacher', 'Administrator', etc.). The criteria should be objective and easily measurable. The criteria should be established as early in the fiscal year as possible.

If the available funds do not allow the organization to fully fund the bonus schedule as defined by the Governing Board, all amounts will be prorated to match the available funds equally among all benefits to be awarded.

**(3.4.4.2.2) Other Bonuses**

If the Governing Board elects to give a bonus that is not Performance Based, the bonuses must be delivered uniformly among all employees within the employee category. Bonuses to individual employees are not allowed unless using the performance based buses described above.

**(3.4.5) Miscellaneous**

**(3.4.5.1) Reclassification**

Employees who complete educational degrees or obtain a professional teaching certificate that would necessitate a move on the salary schedule or hourly rate are required to provide appropriate documentation to the Principal. Such changes to the salary shall only be made at three times during the year: at the start of the fiscal year, at the start of the school year, at the start of second semester of the school year.

**(3.4.5.2) Retroactive Payments**

When salary and benefit agreements are reached, any approved retroactive payments due employees will be paid only to those in active pay status on the date of Board approval.

**(3.4.5.3) Return of Overpayments**

If an employee is overpaid due to an error, resignation, or any other reason, the Organization is entitled to recover any overpayment.

**(3.4.5.4) Payroll Withholdings**

The organization shall withhold taxes from each employee's pay according to the law. Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Principal to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Principal or designee. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Principal or designee and to fill out a new W-4 form.

**(3.5) Employee Evaluations**

**(3.5.1) Intent**

It is the intent of the organization that assessments of personnel be used for two reasons: 1) Determining the suitability for retention of the continuing and professional service of contract personnel; and 2) Method of assisting staff in their professional development to best impact the education of students and operation of the school. The organization acknowledges and agrees to follow

all legal requirements as set forth in Florida Statute as they apply to charter schools.

**(3.5.2) Evaluation System**

**(3.5.2.1) Professional Staff Members**

The Principal will recommend to the Governing Board an evaluation system in compliance with Florida Statute for evaluating instructional and administrative personnel. The evaluation system adopted by the Governing Board will meet all requirements of Florida Statute section 1012.34. Specifically:

The system must incorporate student performance data in the final calculation

Utilize continuous quality improvement models

Performance data utilized must be obtained from multiple sources

**(3.5.2.2) Support Staff Members**

The Principal will develop and implement an evaluation matrix and form to be used for the evaluation of all support staff members which will provide feedback and guidance to support staff in alignment with the intent of this policy.

**(3.5.3) Performance Indicators**

The final result of the evaluation system will result in one of the following annual performance levels:

- Highly Effective
- Effective
- Needs Improvement (or for employees in their first three years of employment 'Developing')
- Unsatisfactory

**(3.5.4) Annual Evaluation**

Each staff member will receive a written annual evaluation each year, and the evaluation shall be presented to the employee by May 15 of each year.

**(3.5.4.1) Student Performance Data**

Professional staff members shall have a portion of their annual evaluation based upon student performance indicators, as required by Florida law. If the student performance data is not available prior to the due date of the annual evaluations, the evaluations may be amended to incorporate the data once it becomes available.

**(3.5.4.2) Individual Writing Evaluation**

Each employee shall be notified at the start of each year who their immediate supervisor is who will be writing their annual evaluation. Teachers and support staff will be supervised by an administrative member of the staff. The Principal will be evaluated by the Governing Board.

**(3.5.4.3) Miscellaneous**

Following the completion of the evaluation, the supervisor shall meet with the employee to discuss the evaluation. Employees may provide a written response to the evaluation as a permanent attachment to the evaluation. Employees will be expected to sign the evaluation, however the signature does not necessarily indicate consent with the findings, only that the employee has received a copy of the evaluation. If the employee refuses to sign the document, the supervisor shall provide a written



amendment documenting the date the evaluation was discussed with the employee and that the employee refused to sign the document acknowledging its receipt.

**(3.5.4.4) Unsatisfactory Evaluations**

If an employee has received an unsatisfactory performance assessment or concerns exist throughout the year such as following a formal observation, the supervisor shall confer with the employee and shall make specific recommendations for actions the supervisor believes should result in improvement. The supervisor and employee shall develop a plan, which will be shared with the Principal of the organization. The plan shall include a prescribed period of time in which the corrective actions must be completed. If the employee has received an unsatisfactory evaluation, the employee shall be placed on a 90-day probationary period in which the employee shall receive assistance and training to correct the deficiencies noted in the evaluation.

**(3.6) Dual Employment**

An employee may provide services regarding a non-school developed curriculum or program or participate in programs sponsored by other agencies when approved in writing by the Principal or his designee. An employee who chooses to request temporary paid leave when engaged in such activities must remit to the organization any remuneration (honorariums, stipends, consultant service fees, etc.) received. In addition, the employee shall remit any travel expense reimbursement provided by the sponsoring agency to the organization when the organization is liable for travel expenses authorized by the approved request.

An employee may not retain such compensation without utilizing personal leave chargeable to Paid Time Off (PTO), or personal leave without pay. An employee wishing such compensation must request the leave through the submittal and approval of the prescribed forms. The organization will not be responsible for workers' compensation or liability protection or any benefits for employees on personal leave.

An employee providing consultation concerning a curriculum developed by the organization or an individual school operated by the organization, must remit to the School any remuneration received.

**(3.7) Substitutes**

The organization will utilize only qualified substitutes for all employee groups. The Principal or designee will develop procedures for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all legal requirements for substitute teachers. The rate of compensation shall be according to the annual school budget approved by the Governing Board. Records shall be kept by the Principal concerning number of days taught by substitutes and the amount of funds expended. The Governing Board shall be informed concerning this data at periodic intervals.

Staff members who require substitutes are responsible for making arrangements for substitutes themselves. A list of potential substitutes will be supplied to staff members annually.

**(3.8) Leaves**

**(3.8.1) General Medical Leave (Including Pregnancy and Illness)**

**(3.8.1.1) Eligibility:**

General Medical Leave is separate from PTO or other leave pursuant to the School's paid time-off policy. Full-time employees who have completed their initial introductory (probationary) period are eligible for unpaid General Medical Leave not to exceed 12 continuous weeks.

Exceptions to this full-time employment requirement may be made where required by law to accommodate pregnancy related disabilities, on-the-job injuries or illness, or to accommodate an employee with a disability under the Americans with Disabilities Act.

You may request a General Medical Leave of Absence when you are unable to work due to a medical condition and you have exhausted (or are expected to exhaust) all available PTO, yet you are still unable to return to work.

**(3.8.1.2) Duration:**

General Medical Leave, if granted, is granted only for the period of inability to work due to a medical condition, not to exceed 90 days during any “rolling” 12-month period (measured backward from the date the General Medical Leave sought by the employee would begin).

**(3.8.1.3) Request and Approval:**

Requests for General Medical Leave should be submitted to the Principal.

Requests for General Medical Leave must be accompanied by a Certification of Health Care Provider form (available from the Principal) whenever such leave is foreseeable. In cases where the leave is not foreseeable, a Certification of Health Care Provider must be provided within fifteen (15) calendar days of the request or as soon as reasonably practicable.

Properly supported and timely requests for General Medical Leave from eligible employees will be considered on a case by case basis subject to the educational requirements of the students, the business needs of the school and the durational limits stated above.

**(3.8.1.4) Reports on the Employee’s Status and Intent to Return to Work:**

If an employee is on approved General Medical Leave, the employee is required to keep the organization advised of his or her status and intent to return to work. While on leave, the employee must contact the Principal every two (2) weeks to inform the School of the employee’s status and intent to return, unless other reporting arrangements have been expressly made. The employee’s failure to keep the organization advised of his or her status and intent to return to work may be considered a resignation from employment.

**(3.8.1.5) Continuing Medical Coverage:**

While on a personal or medical unpaid leave of absence, the employee’s medical coverage will continue during the length of the leave not to exceed 12 continuous weeks.

**(3.8.1.6) Other Benefits:**

While on a personal or medical unpaid leave of absence the organization will continue the employee’s medical coverage to the extent normally paid on a monthly basis by the organization. However, during the unpaid leave of absence the organization will not continue to make payments towards the employee’s other benefits, such as, but not limited to, retirement, dental coverage, vision, or disability benefits.

**(3.8.1.7) Appeal:**

If an employee’s request for personal or medical unpaid leave is denied by the Principal, an employee may appeal the decision to the Personnel Committee by submitting a written request to the Principal within five (5) business days.

The Personnel Committee will endeavor to schedule a meeting with the employee within five (5) business days. A decision to overturn the Principal’s decision must be made by a majority of the

Personnel Committee present.

**(3.8.2) Military**

If you enter military service while working for the organization, you will not lose your status as a regular employee. You will be given an unpaid leave of absence for the duration of your initial tour of duty and your time in the service will count toward your length of service with the organization. If you are a member of a reserve component of the armed forces, you will be granted unpaid leaves necessary to fulfill the requirements of this affiliation. You may use your vacation time instead of leave time for this purpose if you prefer, but you are not required to do so.

If you apply for reemployment within the time specified by federal law following an honorable discharge from the service, you will be given employment comparable to the position you previously held.

**(3.8.3) Personal Leave of Absence without Pay**

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay not to exceed 12 continuous weeks. However, employees must be employed for at least 12 months prior to the requested leave. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis by the Principal. The decision to approve or disapprove is based on the educational requirements of the students, the business needs of the school, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the affect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Leaves of absence will be considered only after all PTO leave has been exhausted.

Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

Due to the nature of our business, the organization cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, the organization will attempt to reinstate the employee to his/her former position or to one with similar responsibilities. If the position or a similar position is not available, the organization will search for a suitable position for 30 days from the date the unpaid leave was to officially end. The employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be administratively terminated.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies the Superintendent that he or she is not returning, whichever is earlier. Employees who have been administratively terminated pursuant to this paragraph may be considered for reemployment.

**(3.8.4) Jury Duty**

If an employee is called for jury duty during a period you are regularly scheduled to work, you are not required to use PTO to cover your absence. When you are not impaneled for actual service and only on call, you shall report back to work unless authorized by your supervisor to be absent from your work assignment.

**(3.8.5) Bereavement**

When a death occurs in a regular full-time employee's immediate family, that employee may take up to

three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled work day. The organization reserves the right to require verification of the need for the leave. For the purposes of this policy, immediate family is defined as employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild. Should additional time off be needed, the employee may make arrangements with the Superintendent for additional PTO or unpaid days off.

**(3.9) Employee Behavior**

**(3.9.1) Hours of Duty**

**(3.9.2) Professional Conduct**

Employees shall not use the classroom, nor any other part of school facilities, as a platform for making disparaging remarks against students, parents, teachers or administrators. Conduct contrary to this policy may constitute grounds for disciplinary action up to and including dismissal.

**(3.9.2.1) Ethical Standards**

All employees are required to comply with SBE Rule 6B-1.001, Code of Ethics of the Education Profession in Florida and SBE Rule 6B-1.006, Principles of Professional Conduct for the Educational Profession in Florida.

**(3.9.2.2) Reporting Requirements**

It is the duty of all employees to promptly report to the Principal or the Board Chairperson any alleged misconduct by any employee that affects the health, safety or welfare of a student. Failure of an employee to report such misconduct shall result in disciplinary action. The report may be made verbally, however, the Principal or Board Chairperson may request written a explanation, which the employee shall be required to provide.

**(3.9.2.3) Investigation**

The Principal shall investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student. In the event that the allegation is made against the Principal, the Board Chairperson may contact the authorizing school district to assist with investigating the situation.

Upon receiving a complaint of misconduct, a prompt preliminary investigation will be undertaken to determine if a reasonable basis exists. If the allegation warrants further investigation, the employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students, or shall be placed on administrative leave with pay pending the outcome of the investigation.

Information related to the alleged misconduct shall be confidential during the investigation.

**(3.9.2.4) Legally Sufficient Complaint**

The Principal or Board Chairperson shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the school became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

**(3.9.2.5) Resignation or Retirement in Lieu of Termination**

The organization, or any of its employees, shall not enter into a confidentiality agreement regarding

terminated or dismissed instructional personnel or administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional personnel with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct.

#### **(3.9.2.6) Training**

All employees shall be offered the opportunity to go through training on the Code of Ethics and Principles of Professional Conduct. Annually employees will be reminded of the reporting requirements of this policy, and participate in a refresher discussion regarding the Code of Ethics and Principles of Professional Conduct.

#### **(3.9.2.7) Confidentiality**

Employees, volunteers, and board members are bound by ethical and legal codes to protect the confidentiality and privacy of our students and their families and to protect and maintain the confidentiality of all information related to them. Confidential communications include conversations, grades, progress, reports, forms, correspondence, and computer generated communications with, about or involving in any way any students or their families.

#### **(3.9.3) Professional Standards**

Employees are expected to observe certain standards of job performance and good conduct. When performance or conduct do not meet organizational standards, the school will endeavor when it deems appropriate to provide the employee a reasonable opportunity to correct the deficiency. If, however, the employee fails to make the correction, he or she will be subject to discipline, up to and including termination.

The rules set forth below are intended to provide employees with notice of what is expected of them. Necessarily, however, such rules cannot identify every type of unacceptable conduct and performance. Therefore, employees should be aware that conduct not specifically listed below but which adversely affects or is otherwise detrimental to the interests of the school's other employees, students or parents may also result in disciplinary action.

##### **(3.9.3.1) Job Performance**

Employees may be disciplined for poor job performance, including but not limited to the following:

- Below-average work quality or quantity;
- Poor attitude (for example, rudeness or lack of cooperation);
- Excessive absenteeism, tardiness, or abuse of break and lunch privileges;
- Failure to follow instructions or School procedures; or
- Failure to follow established safety regulations.

##### **(3.9.3.2) Misconduct**

Employees may be disciplined for misconduct, including but not limited to the following:

- Insubordination;
- Dishonesty;
- Theft;

- Discourtesy;
- Misusing or destroying organization's property or the property of another on organization's premises;
- Violating conflict of interest rules;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering Organization's records, including the application for employment;
- Interfering with the work performance of others;
- Altercations;
- Harassing, including sexually harassing, employees, students or parents;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on Organization property or while conducting School business;
- Gambling on School premises or while conducting organization business;
- Sleeping on the job or leaving the job without authorization;
- Possessing a firearm or other dangerous weapon on organization property or while conducting organization business; [or]
- Being convicted of a crime that indicates unfitness for the job or raises a threat to the safety or well-being of organization, its employees, students, parents or property; or
- Refusing to submit to testing for drugs and/or alcohol.

**(3.9.3.3) Attendance**

In addition to the general rules stated above, employees may be disciplined for failing to observe the following specific requirements relating to attendance:

Reporting to work on time, observing the time limits for rest and lunch periods, and obtaining approval to leave work early; and

Notifying the Principal in advance of anticipated tardiness or absence.

**(3.9.4) Discipline Procedure**

Except as set forth elsewhere in the organization's policies, discharge for poor performance ordinarily will be preceded by an oral warning and a written warning.

The organization reserves the right to proceed directly to a written warning for either misconduct or performance deficiency, or to terminate for misconduct without resort to prior disciplinary steps, when the organization deems such action appropriate.

**(3.9.4.1) Suspension and/or Dismissal of Instructional and Administrative Support Personnel during Contract Period**

Suspension of instructional and administrative personnel during the contractual period shall be by the Principal. Whether such suspension will be with or without pay will be at the discretion of the Principal. The Principal (or designee) shall promptly notify each employee in writing who has been suspended or dismissed and set forth the basis for suspension or dismissal.

**(3.9.5) Employment At Will**

Nothing in this Guideline is intended to alter the at-will status of employment with the organization.

**(3.9.6) Conflicts of Interest**

No employee or directors of the organization shall solicit students, employees, or the organization for the selling of goods and services, other than as part of a school or PTA/PTO activity.

No employee shall accept any gift, favor, or service of value from companies or organizations that now are engaged in, or are being considered for, doing business with the organization, with the exception of the PTA/PTO.

Expenses for trips to evaluate products or equipment shall be paid by the organization if previously approved by the Principal or designee. However, once equipment is purchased or leased, personnel may attend training sessions at the expense of the organization if training is included as a service within the purchase or lease price, and is approved by the principal.

When a seminar, training, or educational meeting or session is provided by an industry representing more than one company and offered at no cost, or at reduced or partial costs, to staff, and the resulting knowledge or training is judged by the Principal (or designees) to be in the organization's interest with no advantage or obligation given to an individual company, and to be no conflict of interest, the principal (or designee) may authorize attendance.

No employee shall accept other employment which might impair the employee's independence of judgment in the performance of duties for the organization.

Violation of this policy may constitute grounds for dismissal from employment.

**(3.9.7) Financial Obligations**

Employees are expected to handle their personal financial obligations in such manner as to prevent the involvement of the organization.

**(3.9.8) Political Activities**

Employees are not allowed to conduct in activities support or denouncing individual political candidates or views which conducting activities for the organization. The use of organizational resources for political activities is strictly prohibited. Should an employee choose to campaign for and hold an elective public office, the Principal will ensure proper safeguards are put into place to ensure that the campaign or elected duties do not interfere with the role the employees plays at the organization.

**(3.9.9) Academic Freedom**

It is the rightful duty of a qualified teacher to encourage within students a never-ending search for truth in its many forms. Such a search may inevitably lead to areas of controversy. It is the belief of the organization that discussion of such issues, dealing with local, state, national and international affairs, shall be encouraged. Free, logical, and intelligent dialogue within the classroom is a necessity in the search for truth. Such freedom of expression should be viewed, not simply as a constitutional guarantee, but as a fundamental necessity for the successful practice of scholarship in a free society. All sides of such controversial issues shall be presented where reasonable and feasible in the judgment of the teacher and principal.

It is recognized that the application of this principle in a K-12 program differs somewhat from its application at higher educational levels. Teachers shall consider the relative level of maturity of their students and their need for guidance in the study of such issues to arrive at objective and balanced

views.

Teacher use of potentially controversial materials: It is the responsibility of the teacher (or other instructional staff member) that intends to use materials that may be considered offensive to reasonable persons within the community, to notify the Principal of the potentially controversial materials. It is the Principal's responsibility to insure that the materials used are at grade level or below, and appropriate and consistent with the Sunshine State Standards. If the materials are potentially controversial, a notice will be sent home to the parents giving them the opportunity to allow their student to do an alternative project.

### **(3.9.10) Reporting Legal Infractions**

All employees are required to promptly notify the Principal if they are arrested or given a Notice to Appear for any criminal offense, including driving under the influence (DUI) and other criminal traffic offenses and local ordinance violations punishable by any period of incarceration, or charged in any way with such offenses. In the event that the employee in question is the Principal, he or she shall report said legal infraction(s) to the Chairman of the Board. Once a report has been made, the supervisor shall determine whether this offense could make the employee ineligible for employment under § 1012.315, F.S., and take such actions as are deemed necessary.

### **(3.9.11) Whistleblower Policy**

The organization requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the organization. As representatives of the organization, such individuals must practice honesty and integrity in fulfilling their responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the organization has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the organization to raise serious concerns about the occurrence of illegal or unethical actions within the organization before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the organization have a responsibility to report any action or suspected action taken within the organization that is illegal, unethical or violates any adopted policy of the organization. Anyone reporting a violation must act in good faith, without malice to the organization or any individual at the organization and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. .

### **(3.9.12) Occupational Safety**

The organization is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the organization that accident prevention shall be considered of primary importance in



all phases of operation and administration. The organization's administration is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce the organization's safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

**(3.9.12.1) Accident/Incident Reporting**

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on the organization's premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

**(3.10) School Rights**

**(3.10.1) Employment of Relatives**

No prospective employee shall be hired in which a close relative holds an administrative or supervisory position that directs an employee directly or indirectly.

No prospective employee shall be hired without disclosure of a close relative holding any position within the school or as a member of the Governing Board.

If a close relative is employed by the organization. Both parties shall agree in writing to maintaining professional conduct while on duty or at school related activities.

If the close relative is a member of the Governing Board, the Board member shall abstain from any motions that directly involve employment matters or financial gain for the specific relative employee.

Close relative shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree.

**(3.10.2) Pre-Work Physical Examinations**

Pre-work physical examinations are required of some employees, as mandated by Florida Law, and as prescribed by these policies.

**(3.10.3) Initial Appointment**

Except as otherwise provided for in Florida Statute, applicants for teaching positions must be eligible for a Florida Certificate and qualified for the positions for which they are recommended.

Appointments shall be made only by the Principal. The organization may offer contracts to outstanding applicants as early as November in anticipation of openings for the following school year. Priority shall be given to the employment of elementary teachers who are competent to teach reading and/or mathematics skills and concepts. Teachers who profess such competencies but do not or cannot demonstrate them, whether deliberately or not, may be terminated at the discretion of the Principal. The organization may require newly appointed teachers to participate in staff development activities up to 40 hours in reading, language arts, mathematics, science and social studies. Such training shall be given outside regular school hours at no cost to the teacher.

An adjunct instructor may be employed on an annual, daily, or part-time hourly basis, and shall not be eligible for a professional services contract.

Employment decisions shall be made by the Principal, subject to guidelines and requirements set forth by the Governing Board and to the annual budget.

**(3.10.3.1) Background Screening**

Prior to employment, candidates must be screened by the organization using the Department of Education’s electronic screening tools. The school shall also check each reference from the prospective employee’s previous employers and character references when provided and reasonably feasible. All employment candidates that pass the screening shall undergo a level 2 background check with the school district to ensure they are eligible for employment under § 1012.315, F.S.

**(3.10.3.2) Initial Probationary Period**

Employees shall be subject to an initial probationary period of ninety (90) calendar days. Should the employee be discharged for unsatisfactory performance during such initial probationary period, as provided in Section 443.131, Florida Statutes, the School will not be liable for any unemployment compensation benefits.

**(3.11) Employee Rights and Responsibilities**

**(3.11.1) Professional Education**

The organization and the school district conduct various types of professional development opportunities which shall serve to increase the efficiency of all staff members, instructional, administrative and supportive. Staff members are expected to participate in such professional education activities. Days and times designated as pro-ed or training must be used as such unless the Principal agrees to another use of the time in writing.

**(3.11.2) Copyrights and Patents**

In those instances in which a product is clearly outside the job description of an employee, the results of those employee’s work are the employee’s private property. Organization employees have the privilege to do research, write articles, pamphlets and books, and to present papers before learned societies, to enter into contracts for the publication of their works, to procure copyrights and patents for their products, and to receive royalties that may accrue to them as a result of the sale of such works. Such work may not interfere with the performance of the employee’s regular or assigned duties.

When such a product is connected with the employee’s work assignment, and the employee desires to obtain a copyright or patent, a written outline of the project and a statement of the employee’s intent to acquire a copyright or patent shall be presented to the Principal who shall have sixty (60) days to determine whether the school shall have an interest in such a product. If, at the end of such a sixty (60) day period, the employee has received no such statement from the Principal, the employee shall be free to consider such a product as personal property. In the event the Principal informs the employee that the organization has an interest in such product, the employee and the organization may enter into whatever contractual agreement(s) may be in their mutual interests.

**(3.11.3) Reproduction of Copyrighted Materials**

Organization employees are expected to be familiar with and adhere to the provisions of the copyright laws currently in force under Title XVII of the United States Code. Any reproduction of copyrighted materials shall be done either with permission of the copyright holder or within the bounds of the “fair use” doctrine of the copyright law; otherwise, the individual employee responsible for reproduction may be liable for breach of copyright under existing laws.

**(3.11.4) Transporting Students**

Unless an employee is transporting a student at the direction of the Principal, during an emergency, or during an officially approved trip in accordance with organization procedures, such transportation shall

be furnished at the employee's own risk or liability. The organization does not expect employees to transport students except when such transportation is provided during an emergency or an officially approved trip. An employee who provides such transportation except for an emergency or during an officially approved trip shall be acting outside the scope of that employee's employment.

Each employee must provide a copy of a valid driver's license and proof insurance to the organization prior to transporting any student for any reason.

### **(3.11.5) Smoking of Tobacco Products on School Property**

The purpose of this policy is to comply with the "Florida Clean Indoor Air Act" in protecting the public health, comfort and environment by creating areas in all school facilities that are free from tobacco smoke. No person may be in possession of a lighted cigarette, lighted pipe, lighted cigar, or any other lighted tobacco product, in any school facility, including the outside grounds, or within 100 feet of any building or area used by the organization. No areas for smoking shall be designated on the organization's property, or within 100 feet of any building or area used by the organization. Students and staff members found in possession of tobacco products will face disciplinary actions as described within this policy manual. Other adults found in possession may be restricted from access to organizational property based on the circumstances of the incident.

### **(3.11.6) Drug-Free and Alcohol-Free Workplace**

This policy is derived from, and complies with, the Drug-Free Workplace Act of 1988. Additionally, the purpose of this policy is to comply with the Federal Highway Administration (FHWA) regulations for the establishment and implementation of anti-drug programs in the motor carrier industry as set forth in Title 49 of the Code of Federal Regulations (CFR) Parts 391 "Qualifications of Drivers" and 394 (Notification and Reporting of Accidents." These parts of the CFR include, by reference, the requirements of 49 CFR Part 40 "Procedures for Transportation Workplace Drug Testing Programs" which apply to all Department of Transportation regulated industries and set forth the procedural requirements for testing, from urine sample collection through analysis and verification of test results.

#### **(3.11.6.1) Prohibition**

Employees are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession, being under the influence of, or use of alcohol and/or a controlled substance (as defined in Chapter 893 of the Florida Statutes): in the workplace; or during the workday; or when on duty; or in the presence of students or students' families as part of any work-related activities. Violation of this prohibition shall result in appropriate disciplinary action up to and including termination and referral for prosecution.

#### **(3.11.6.2) Drug-Free and Alcohol-Free Workplace**

A drug-free and alcohol-free workplace shall be maintained. Each employee shall be given a copy of this policy as part of this Policy Manual. Additionally, each employee shall be notified that, as a condition of employment, the employee will abide by the terms of this policy and notify the employer of any criminal drug and/or alcohol statute conviction for a violation occurring in the workplace no later than five days after such conviction. The employer will initiate certification/revocation proceedings pursuant to Section 1012.795 F.S. for certificated employees convicted of criminal charges. Within thirty (30) days of notification, appropriate personnel action against such an employee shall be taken, up to and including termination. Employees can also be required to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

### **(3.11.6.3) Drug and Alcohol Testing**

The organization retains the right to perform testing for Drugs and Alcohol at the following times:

- **Pre-employment testing:** All individuals whom the organization intends to hire on a permanent or temporary basis may be tested at the discretion of the organization.
- **Reasonable Suspicion Testing:** When a covered employee's conduct or appearance is directly observed as indicative of being under the influence of a drug or alcohol during on-duty time.
- **Post-Accident Testing:** As soon as practicable following an accident, a driver (unless deceased) shall be tested for alcohol and controlled substances when any person involved in the accident has been fatally injured or the covered employee received a citation for a moving traffic violation arising from the accident. Testing will be conducted not later than thirty-two (32) hours after the accident for drugs and not later than eight (8) hours after the accident for alcohol. For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.
- **Follow-Up Testing:** As part of or as a follow-up to counseling or rehabilitation the covered employee is subject to unannounced follow-up drug or alcohol testing. The covered employee shall be subject to a minimum of six (6) follow-up drug or alcohol tests in the first twelve (12) months.
- **Random Testing:** Random testing can be performed at any point in time at the discretion of the Principal.
- **Return to Duty Testing:** Before a covered employee returns to duty requiring the performance of a safety-sensitive function after engaging in a prohibited conduct the covered employee shall undergo a return-to-duty test. In the event a return-to-duty test is required, a substance abuse professional (SAP) must also evaluate the covered employee and the employee must participate in any assistance program prescribed.

### **(3.11.6.4) Testable Substances**

Individuals shall be tested for the following drugs: marijuana, cocaine, opiates, amphetamines, phencyclidine (PCP), alcohol, and all other illegal or controlled substances. Covered employees who engage in prohibited drug and/or alcohol related conduct must be immediately removed from duties. Such removal shall be affected for the following, in addition to other actions deemed dangerous or improper by the Principal.

Using alcohol while performing safety-sensitive functions.

When required to take a post-accident alcohol test, using alcohol within eight (8) hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

Refusing to submit to a drug or alcohol test required by post-accident, reasonable suspicion or follow-up test requirements.

Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the covered employee uses any drug, except when instructed by a physician who has advised the covered employee that the drug does not adversely affect the covered employee's ability to safely operate a CMV.

Reporting for duty, remaining on duty or performing a safety-sensitive function, if the covered employee tests positive for drugs.

#### **(3.11.6.5) Disciplinary Consequences If Positive Results**

Disciplinary action up to and including termination may be instituted against covered employees who have violated the standards of conduct cited in this policy. Nothing will preclude the organization from seeking prosecution for violation of this policy where the Board deems appropriate. An employee who receives a positive drug test result or an alcohol test result (.04 or greater concentration) from a required test during on-duty time will be immediately suspended without pay and recommended for dismissal. An employee who refuses to submit to a required alcohol or controlled substances test will be immediately suspended and recommended for dismissal. Refusal to submit to an alcohol or controlled substances test is defined as: (1) failing to provide adequate breath for testing without a valid medical explanation after the employee has received notice of the requirement for breath testing; (2) failing to provide adequate urine for controlled substances testing without a valid medical explanation after the employee has received notice of the requirement for urine testing; or (3) the employee engaging in conduct that clearly obstructs the testing process. The employee will be provided with the name(s) of a qualified substance Abuse Professional (2) (SAP) and resources available from which the employee may choose to seek assistance.

An offer of employment will be withdrawn for any individual who receives a positive drug test result or who receives a result showing an alcohol concentration of .02 or greater on a required pre-employment test.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Disciplinary action will be taken in accordance with these policies.

An employee who receives a result showing an alcohol concentration of .02-.039 from a required post-accident test shall be removed from performing any safety-sensitive function for a minimum of twenty-four (24) hours. Duty time missed shall be charged to unpaid leave or may be charged to PTO time if available. Any covered employee who is cited and found guilty of a violation as a result of involvement in an accident will also receive a letter of reprimand. Disciplinary action for subsequent incidents will be taken in accordance with these policies.

An employee who is convicted of felony driving under the influence (DUI) or any drug related offense will be recommended for dismissal. As used in this policy, conviction is defined as a finding of guilt, a plea of guilt, a plea of Nolo Contendere, or entering a Pre-Trial Intervention (PTI) program, whether or not there is a formal adjudication of guilt.

#### **(3.11.6.6) Confidentiality**

The laboratory may disclose test results only to the Principal. Any positive results which the organization justifies by acceptable and appropriate medical or scientific documentation to account for the result as other than the intentional ingestion of an illegal drug will be treated as a negative test result and may not be released for the purpose of identifying illegal drug use. Test results will be protected under the provision of the Privacy Act, U.S.C. Section 552 a et seq., and Section 503(e) of the Act, and may not be released in violation of either Act. The School may maintain only those records necessary for compliance with this order. Any records of the organization, including drug test results, may be released to any management official for purposes of auditing the activities the organization, except that the disclosure of the results of any audit may not include personal identifying information on an employee.

The results of a drug test of an employee may not be disclosed without the prior consent of such employee, unless the disclosure would be:

To the Principal, who has authority to take adverse personnel action against such employee; To any supervisory or management official within the organization having authority to take adverse personnel action against such employee.

Pursuant to the order of a court of competent jurisdiction or where required by the organization to defend against any challenge against any adverse personnel action.

Any covered employee who is the subject of a drug or alcohol test shall, upon written request, have access to any records relating to the employees drug test, the results of any relevant certification, review or revocation of certification proceedings as referred to in 49 CFR Part 40 of this Act. Except as authorized by law, an applicant who is the subject of pre-employment drug testing, however, shall not be entitled to this information.

All drug testing information specifically relating to individuals is confidential and should be treated as such by anyone authorized to review or compile program records. In order to efficiently implement this order and to make information readily retrievable, the Superintendent shall maintain all records relating to reasonable suspicion testing, suspicion of tampering with evidence, and any other authorized documentation necessary to implement this order. Such shall remain confidential and maintained in a secure location with limited access. Only authorized individuals who have a "need to know" shall have access to them.

### **(3.11.7) Teacher Certification Standards**

#### **(3.11.7.1) Applicable Standards**

In the absence of Florida Statutes or State Board of Education Rules mandating teacher certification requirements, the Principal is directed to establish and keep in force procedures for appropriate certification guidelines. The provision of the Standards shall apply to all teaching certificates issued for grades K-12. When state-mandated certificates are available, all such certificates issued by the organization shall become null and void.

#### **(3.11.7.2) Certification Renewals**

Professional staff members are required to maintain their state educator certification in accordance to Florida regulations. Staff members are responsible for the completion and submission of all applicable forms and fees for the certification renewals. Once a professional staff member has renewed their certification, they must provide a copy of the certification to their supervisor.

### **(3.11.8) Familiarity with Statutes, Rules and Policies**

All instructional personnel are expected to be familiar with Florida Statutes, State Board of Education Rules, and Policies of the School, which have particular reference to their responsibilities as educators. When in doubt about the existence or applicability of any such statute, rule or policy, personnel should check with the Principal. Copies of Florida Statutes and State Board of Education Rules can be obtained from county law libraries, courthouses in St. Petersburg and Clearwater and the Internet.

### **(3.11.9) Tutoring**

No teacher shall receive compensation for tutoring a student who is enrolled in the teacher's class during the regular school term. No tutoring by teachers for compensation is allowed on the organization's property. Tutoring is defined as reviewing curriculum that is taught within the classroom.

### **(3.11.10) Membership in Organizations**

Membership in any organization shall not be a condition for employment by the organization.

**(3.11.11) Professional Development Trade Hours**

In an attempt to encourage instructional and administrative staff members to participate in outside professional development activities, the school agrees to offer Professional Development Trade Days [PDTD] to employees. Periodically throughout the year professional development days are scheduled, staff members may utilize accumulated PDTD so that they may not report to work on some professional development days, or be allowed to leave early on early release days. If a staff member wants to participate in a professional development activity outside of their normal work hours, and count the training as a PDTD, the employee will ask the Principal for permission to attend the training as a PDTD. The Principal has the discretion to allow or disallow the training to be used as PDTD. The Principal also has the option to disallow specific professional development days to be missed by staff members if the offering on that day is important to the mission of the school.

**(3.11.12) Reappointment or Non-Reappointment of Certified Personnel Not Under Continuing Contract**

Teachers with annual contracts will receive notification by May 15 if they are being asked to return the following school year.

**(3.12) Resignations**

**(3.12.1) Instructional Staff**

Instructional employees who for any reason intend to retire or resign at the end of the current school year are encouraged to indicate their plans in writing to the Principal as early as possible, but no later than June 1. Letters of resignation shall be submitted to the Superintendent/CEO/designee. The letter should state reasons and an effective date for the resignation.

It is the practice of the organization to release individuals who resign for good cause prior to July 1 of each year. After July 1, a certificated employee may resign, however, the organization reserves the right to pursue any and all legal options available to it and may require monetary restitution from the employee for any funds the employee may have received for the new fiscal year.

**(3.12.2) Support Staff**

Support staff who wish to resign should address a letter of resignation to the Principal. The letter should state reasons and an effective date for the resignation. The organization requests employees provide fourteen (14) days written notice prior to resignation whenever possible.

**(3.13) Reduction in Force**

**(3.13.1) Instructional Staff**

If it becomes necessary to reduce the number of teachers due to a decrease in enrollment, school reorganization or the financial condition of the School, the organization will act to retain the most qualified teachers best able to serve the needs of the School's students. Seniority will not be the primary consideration for which staff members will be retained.

**(3.13.2) Support Staff**

The organization is authorized to reduce the number of support staff when in the Principal's sole discretion factors including, but not limited to, decreases in student enrollment, School reorganization or financial reasons necessitate such reduction. In making such staff reductions, the organization will seek to retain those staff members best able to serve the needs of School's students.

### **(3.14) Travel and Entertainment Expenses**

#### **(3.14.1) Prior Approval**

The charter school recognizes that employees who travel far from home to represent the charter school's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the charter school will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. However, these items are not intended to be perquisites and the charter school reserves the right to deny reimbursement of expenses that are considered lavish or extravagant. Prior to any travel or entertainment being conducted on the organization's behalf the employee must first obtain the prior approval of the Principal if the person making the request is the Principal permission should be obtained from the Board Chairperson.

#### **(3.14.2) Travel Arrangements**

All arrangements required for business travel are to be made by the individual participating in the travel. The Principal shall provide a form which will collect all pertinent travel information. For maximum savings on airfares, this form should be completed 30 days in advance unless this is not possible due to the nature of the trip. Unless otherwise agreed to by the Principal all expenses shall be paid by the employee to be reimbursed by the organization afterwards. The organization discourages the use cash advances to pay for travel expenses. However, should a cash advance be necessary under special circumstances and the Principal approves such, all receipts must be submitted for the funds advanced. Any amount not covered by the receipts shall be returned to the school upon the conclusion of the travel. If the funds are not returned, they shall be deducted from the employee's paycheck. Direct billing to the charter school from hotels, restaurants, etc. are not permitted.

#### **(3.14.3) Expense Guidelines**

Expenses will be paid in accordance to the expense reimbursement policy located in section seven (7) of this Policy Manual.

#### **(3.14.4) Expense Report Preparation and Reimbursement**

All business travel and entertainment expenditures incurred by employees are reimbursed through the use of a standard Expense Report attached to the Travel Arrangements form which shall be made available by the Principal. Expense reports should be completed and turned in within two weeks of return or incurrence of expenses. Expense report forms must be filled out and totaled completely. Use the appropriate headings and total on a daily basis. Required receipts for items charged must be attached to the report. Any questions regarding completion of the report should be directed to the Principal or bookkeeper for the organization.

Upon completion, the expense report along with all attachments should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursements, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization has been obtained, and any unusual items are properly explained and documented. Authorized expense reports will be reimbursed by check, normally within two weeks after receipt by the bookkeeper or designee.

#### **(3.14.5) Local Travel Reimbursement Report Preparation**

All local travel expenditures incurred by employees on behalf of the organization are reimbursable if approved by the the employee's supervisor. Employees should complete an Expense Report to request reimbursement for these expenses. Upon completion, the expense report along with all attachments



should be turned into the employee's supervisor for approval. After approval, the expense report is submitted to the bookkeeper or designee for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

**(3.15) Staff Teams**

The Principal shall designate specific teams of staff members to accomplish various tasks throughout the year. The following are required staff teams that will be set each year, and the Principal may appoint others on an as needed basis:

**(3.15.1) School Advisory Team**

The advisory team will consist of representatives from various teams of staff members throughout the organization. The advisory team will advise the Principal as part of a decision making process to ensure staff participation in decision making.

**(3.15.2) Staff Behavior Team**

The behavior team will review the school's behavior policy, matrix, and consequences annually and advise the Principal on necessary changes to these documents. The behavior committee shall also serve as an appeal board when a parent wishes to appeal a referral or decision made by administrator, as outlined elsewhere within this policy. The team shall be comprised of at least five members in addition to the Principal. A staff member shall be appointed as chair, who shall not be the Principal.

**(3.15.3) School Based Leadership Team**

The School Based Leadership Team shall be a group of experienced educators who come together to brainstorm researched based interventions to assist specific students and student groups who are struggling. The school based leadership team is further defined in Teaching and Learning section of this policy manual.

**(3.15.4) Master Schedule Team**

The master scheduling team shall annually meet with the Principal to provide advice on the development or modification to the school's master schedule.

**Attachment S: Student Enrollment Application**



|                        |                 |                     |
|------------------------|-----------------|---------------------|
| <b>School Use Only</b> | SP: _____       | T/B/E: _____        |
| Grade: _____           | Date Rec: _____ | Date Contact: _____ |
| Sib Grade: _____       | Comments: _____ |                     |

## STUDENT ADMISSIONS APPLICATION 2017-2018 - GRADES K-8

**STUDENT NAME:** \_\_\_\_\_  
 Last First MI

**Birth Date:** \_\_\_\_\_ **Age on September 1, 2017** \_\_\_\_\_ **Gender:**  Male  Female

**Primary Address:** \_\_\_\_\_  
 Street City State Zip

**Parent 1/Guardian:** \_\_\_\_\_  
 Last First MI

(\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

**Cell Phone #** Home Phone # Work Phone #

**Email Address:** \_\_\_\_\_

**Parent 2/Guardian:** \_\_\_\_\_  
 Last First MI

(\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

**Cell Phone #** Home Phone # Work Phone #

**Email Address:** \_\_\_\_\_

**Student's Primary Language:** \_\_\_\_\_ **Language(s) Spoken At Home:** \_\_\_\_\_

**Names of Siblings Applying to Babcock Neighborhood School for 2017-18 School Year:**

| Sibling Last Name | First Name | Current School of Enrollment | Current Grade |
|-------------------|------------|------------------------------|---------------|
| _____             | _____      | _____                        | _____         |
| _____             | _____      | _____                        | _____         |
| _____             | _____      | _____                        | _____         |

**Please list any current medical conditions:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**Current Prescribed Medications:**  
 \_\_\_\_\_

**Ethnicity:**  American Indian  Asian  Black  Hispanic  White  Other \_\_\_\_\_

**Is the applying student the dependent of an active-duty member of the Armed Forces?**  Yes  No

## EDUCATION INFORMATION

Grade Level for 2017-18: \_\_\_\_\_ School Currently Enrolled: \_\_\_\_\_

Public School Zone: \_\_\_\_\_

### Important Information:

- Knowingly making any false statement on this application shall void acceptance. Any information determined to be false upon or after enrollment may be grounds for immediate dismissal from Babcock Neighborhood School.
- The making of a false statement under the oath of this application may subject the maker to criminal penalties under the laws of the state of Florida.
- If your child is selected in the lottery, placement is not guaranteed in a specific grade, class, or with a specific teacher. Actual placement will be determined by the school's ability to meet your child's needs.
- Promotion and retention decisions made by other Charlotte or Lee Public Schools will largely be honored by BNS when placing students in appropriate grade levels.
- All requested information is kept confidential and will be used by the school for informational purposes only.
- Parents and guardians hereby agree to abide by all policies and procedures. Parents are an important part a child's education; therefore, participation and a commitment to support Babcock Neighborhood School's mission is essential.
- This is NOT a registration form. Submitting an application does not imply or secure enrollment.

*By signing this application, parent and guardians agree to all information contained herein and certify that all information provided is true and correct.*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

### Admissions Lottery Information

Applications must be submitted on the business days falling between January 15, 2017 and March 15, 2017. The lottery for student placement shall be conducted no later than March 31, 2017. Parents of students selected for admission will be notified beginning April 4, 2017. Signed letters of commitment to accept admissions placements must be received no later than 4 pm on April 15, 2017. Student applications submitted after March 15, 2017 shall be placed in the appropriate class if there is no waiting list. Students not selected for placement in the lottery or where classes are full, will be placed on waiting list for the possibility of placement at a later date.

**Please Submit Completed Application To:**

**Babcock Neighborhood School  
XXXXX  
XXXXX, FL XXXXX**

**Applications will be accepted in person or by email at [xxxx@bnscharter.com](mailto:xxxx@bnscharter.com)**

This application is ONLY valid for the 2017-2018 school year.

### *Non-Discrimination Statement*

*Babcock Neighborhood School employs an anti-discriminatory, open admissions policy for students in kindergarten through grade eight; we enroll and educate students without regard to gender, race, nationality, ethnic origin or religious beliefs.*

**Attachment W: Florida Charter School Revenue Estimating Worksheet**

**Revenue Estimate Worksheet for Bobcock Ranch Charter  
Based on the 2016-17 FEFP First Calculation**

School District: **Charlotte**

**1. 2016-17 FEFP State and Local Funding**

Base Student Allocation \$4,160.71 District Cost Differential: 0.9853

| Program                            | Number of FTE<br>(1) | Program<br>Cost Factor<br>(3) | Weighted FTE<br>(2) x (3)<br>(4) | 2016-17<br>Base Funding<br>(WFTE x BSA x DCD)<br>(5) |                |
|------------------------------------|----------------------|-------------------------------|----------------------------------|--|----------------|
|                                    |                      |                               |                                  |  |                |
| 101 Basic K-3                      | 46.00                | 1.103                         | 50.7380                          | \$   | 208,003        |
| 111 Basic K-3 with ESE Services    | 0.00                 | 1.103                         | 0.0000                           | \$   | -              |
| 102 Basic 4-8                      | 19.00                | 1.000                         | 19.0000                          | \$   | 77,891         |
| 112 Basic 4-8 with ESE Services    | 0.00                 | 1.000                         | 0.0000                           | \$   | -              |
| 103 Basic 9-12                     | 0.00                 | 1.001                         | 0.0000                           | \$   | -              |
| 113 Basic 9-12 with ESE Services   | 0.00                 | 1.001                         | 0.0000                           | \$   | -              |
| 254 ESE Level 4 (Grade Level PK-3) |                      | 3.607                         | 0.0000                           | \$   | -              |
| 254 ESE Level 4 (Grade Level 4-8)  |                      | 3.607                         | 0.0000                           | \$   | -              |
| 254 ESE Level 4 (Grade Level 9-12) |                      | 3.607                         | 0.0000                           | \$   | -              |
| 255 ESE Level 5 (Grade Level PK-3) |                      | 5.376                         | 0.0000                           | \$   | -              |
| 255 ESE Level 5 (Grade Level 4-8)  |                      | 5.376                         | 0.0000                           | \$   | -              |
| 255 ESE Level 5 (Grade Level 9-12) |                      | 5.376                         | 0.0000                           | \$   | -              |
| 130 ESOL (Grade Level PK-3)        | 8.00                 | 1.194                         | 9.5520                           | \$   | 39,159         |
| 130 ESOL (Grade Level 4-8)         | 3.00                 | 1.194                         | 3.5820                           | \$   | 14,685         |
| 130 ESOL (Grade Level 9-12)        | 0.00                 | 1.194                         | 0.0000                           | \$   | -              |
| 300 Career Education (Grades 9-12) |                      | 1.001                         | 0.0000                           | \$   | -              |
| <b>Totals</b>                      | <b>76.00</b>         |                               | <b>82.8720</b>                   | <b>\$</b>  | <b>339,738</b> |

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

| Additional FTE (a)                  | Number of FTE  | 2016-17<br>Base Funding<br>(WFTE x BSA x DCD) |                   |
|-------------------------------------|----------------|---|-------------------|
|                                     |                |   |                   |
| Advanced Placement                  |                | \$  | -                 |
| International Baccalaureate         |                | \$  | -                 |
| Advanced International Certificate  |                | \$  | -                 |
| Industry Certified Career Education |                | \$  | -                 |
| Early High School Graduation        |                | \$  | -                 |
| Small District ESE Supplement       |                | \$  | -                 |
| <b>Total Additional FTE</b>         | <b>0.0000</b>  | <b>Additional Base Funds</b>                  | <b>\$</b>         |
| <b>Total Funded Weighted FTE</b>    | <b>82.8720</b> | <b>Total Base Funding</b>                     | <b>\$ 339,738</b> |

**Number of FTE**  
*Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*

| 2. ESE Guaranteed Allocation:            | FTE          | Grade Level | Matrix |                            | Guarantee Per |               |
|--|--------------|-------------|--------|----------------------------|---------------|---------------|
|  |              |             | Level  | Level                      | Student       | Student       |
|  | 9.00         | PK-3        | 251    | \$ 984                     | \$            | 8,856         |
| Additional Funding from the ESE          |              | PK-3        | 252    | \$ 3,177                   | \$            | -             |
| Guaranteed Allocation. Enter the FTE     |              | PK-3        | 253    | \$ 6,483                   | \$            | -             |
| from 111,112 and 113 by grade and        | 4.00         | 4-8         | 251    | \$ 1,103                   | \$            | 4,412         |
| matrix level. Students who do not have a |              | 4-8         | 252    | \$ 3,296                   | \$            | -             |
| matrix level should be considered 251.   |              | 4-8         | 253    | \$ 6,602                   | \$            | -             |
| This total should equal all FTE from     | 0.00         | 9-12        | 251    | \$ 785                     | \$            | -             |
| programs 111, 112 and 113 above.         |              | 9-12        | 252    | \$ 2,978                   | \$            | -             |
|  |              | 9-12        | 253    | \$ 6,284                   | \$            | -             |
| <b>Total FTE with ESE Services</b>       | <b>13.00</b> |             |        | <b>Total ESE Guarantee</b> | <b>\$</b>     | <b>13,268</b> |

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 76.00 ÷ District's Total UFTE: 15,538.55  
= 0.4891%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 82.87 ÷ District's Total WFTE: 16,815.00  
= 0.4928%

|  |        |                  |   |         |    |               |
|--|--------|------------------|---|---------|----|---------------|
| 4. Supplemental Academic Instruction (UFTE share)  | (b)    | <u>3,453,942</u> | x | 0.4891% | \$ | <u>16,893</u> |
| 300 Lowest Performing Schools Allocation   | (d)    |                  |   |         | \$ | <u>-</u>      |
| Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funding. |        |                  |   |         |    |               |
| 5. Discretionary Millage Compression Allocation  |        |                  |   |         |    |               |
| .748 Mills (UFTE share)  | (b)    | <u>0</u>         | x | 0.4891% | \$ | <u>-</u>      |
| 6. Digital Classrooms Allocation (UFTE share)  | (b)(e) | <u>743,550</u>   | x | 0.4891% | \$ | <u>3,637</u>  |
| 7. Safe Schools Allocation (UFTE share)  | (b)    | <u>364,504</u>   | x | 0.4891% | \$ | <u>1,783</u>  |
| 8. Instructional Materials Allocation (UFTE share)   | (b)    | <u>1,151,298</u> | x | 0.4891% | \$ | <u>5,631</u>  |
| Dual Enrollment Instructional Materials Allocation   | (f)    |                  |   |         | \$ | <u>-</u>      |
| ESE Applications Allocation:   |        |                  |   |         | \$ | <u>-</u>      |

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

|   |     |                   |   |         |    |               |
|---|-----|-------------------|---|---------|----|---------------|
| 9. Declining Enrollment (WFTE share)          | (c) | <u>101,495</u>    | x | 0.4928% | \$ | <u>500</u>    |
| 10. Sparsity Supplement (WFTE share)          | (c) | <u>0</u>          | x | 0.4928% | \$ | <u>-</u>      |
| 11. Reading Allocation (WFTE share)           | (c) | <u>776,470</u>    | x | 0.4928% | \$ | <u>3,826</u>  |
| 12. Discretionary Local Effort (WFTE share)   | (c) | <u>11,214,749</u> | x | 0.4928% | \$ | <u>55,266</u> |
| 13. Proration to Funds Available (WFTE share) | (c) | <u>0</u>          | x | 0.4928% | \$ | <u>-</u>      |
| 14. Discretionary Lottery (WFTE share)        | (c) | <u>54,195</u>     | x | 0.4928% | \$ | <u>267</u>    |

15. Class Size Reduction Funds:

|         | <u>Weighted FTE (not including Add-On)</u> | X | <u>DCD</u> | X | <u>Allocation factors</u>               | = |                         |
|---------|--|---|------------|---|---|---|-------------------------|
| PK - 3  | 60.2900                                    |   | 0.9853     |   | 1,321.49                                | = | <u>78,501</u>           |
| 4-8     | 22.5820                                    |   | 0.9853     |   | 901.39                                  | = | <u>20,056</u>           |
| 9-12    | 0.0000                                     |   | 0.9853     |   | 903.56                                  | = | <u>0</u>                |
| Total * | <u>82.8720</u>                             |   |            |   | <b>Total Class Size Reduction Funds</b> |   | <b>\$ <u>98,557</u></b> |

(\*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

|                                    |     |          |   |       |    |          |
|------------------------------------|-----|----------|---|-------|----|----------|
| 16. Student Transportation         | (g) |          |   |       |    |          |
| Enter All Adjusted Fundable Riders |     | <u>0</u> | x | 387   | \$ | <u>-</u> |
| Enter All Adjusted ESE Riders      |     |          | x | 1,440 | \$ | <u>-</u> |

17. Federally Connected Student Supplement

| Impact Aid Student Type    | Number of Students | Exempt Property Allocation | Impact Aide Student Allocation | Total       |
|----------------------------|--------------------|----------------------------|--------------------------------|-------------|
| Military and Indian Lands  |                    | \$0.00                     | \$0.00                         | \$ -        |
| Civilians on Federal Lands |                    | \$0.00                     | \$0.00                         | \$ -        |
| Students with Disabilities |                    |                            | \$0.00                         | \$ -        |
| <b>Total</b>               |                    |                            |                                | <b>\$ -</b> |

|  |     |  |  |           |                       |
|--|-----|--|--|-----------|-----------------------|
| 18. Florida Teachers Classroom Supply Assistance Program | (i) |  |  | \$        | <u>-</u>              |
| 19. Food Service Allocation                              | (j) |  |  | \$        | <u>-</u>              |
| <b>Total</b>   |     |  |  | <b>\$</b> | <b><u>539,366</u></b> |

|  |     |                                     |  |    |              |
|--|-----|-------------------------------------|--|----|--------------|
| 20. Funding for the purpose of calculating the administrative fee for ESE charter schools. | (k) |                                     |  | \$ | <u>-</u>     |
| If you have more than a 75% ESE student population, please place a 1 in the following box: |     |                                     |  | \$ | <u>-</u>     |
|  |     | <b>Average Revenue per Student:</b> |  | \$ | <u>7,097</u> |

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

(g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

**Administrative fees:**

*Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*

*For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.*

**Other:**

*FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*

*Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*



**Attachment X: Proposed Operating Budget**

Budget Summary

**Bobcock Ranch Charter**

|                              | 2017-18 | Breakeven | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------------------|---------|-----------|---------|---------|---------|---------|
| Grades                       | K-8     |           | K-8     | K-8     | K-8     | K-8     |
| Students per grade (average) | 25      | 20        | 31      | 45      | 57      | 59      |
| Total # Students             | 76      | 39        | 94      | 134     | 170     | 294     |
| Per Student Revenue *        | 7,097   | 7,097     | 7,222   | 7,205   | 7,343   | 7,233   |
|                              |         |           | 1.0%    | 1.0%    | 1.0%    | 1.0%    |

**REVENUE**

|  |         |         |         |         |           |           |
|--|---------|---------|---------|---------|-----------|-----------|
| Maximum Gross Revenue (\$)             | 539,366 | 276,780 | 678,915 | 965,505 | 1,248,288 | 2,126,418 |
| Enrollment Contingency (\$)            | -       | -       | -       | -       | -         | -         |
| Budgeted State Sources of Revenue (\$) | 539,366 | 276,780 | 678,915 | 965,505 | 1,248,288 | 2,126,418 |

**EXPENDITURES**

|                                       |           |           |           |           |           |           |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Facility Budget                       |           |           |           |           |           |           |
| Maximum Facility Expense              | 36,280    | 25,272    | 44,131    | 60,000    | 75,929    | 124,383   |
| Minimum Building Size Utilized (Sqft) | 4,180     | 2,028     | 4,888     | 6,968     | 8,840     | 15,288    |
| Cost per Student                      | \$ 100.00 | \$ 100.00 | \$ 100.00 | \$ 100.00 | \$ 100.00 | \$ 100.00 |
| Operating and Fixed Costs             | 28,680    | 17,672    | 34,731    | 46,600    | 58,929    | 94,983    |
| Mortgage Payments/Rent                | 7,600     | 7,600     | 9,400     | 13,400    | 17,000    | 29,400    |

Teacher Staffing Budget

|                                |       |       |       |       |       |       |
|--------------------------------|-------|-------|-------|-------|-------|-------|
| School wide Average Class Size | 11    | 11    | 9     | 10    | 11    | 11    |
| # of Instructional Staff       | 7     | 3     | 10    | 14    | 16    | 28    |
| Salary Benefits per Teacher    | 6,754 | 6,716 | 6,710 | 6,960 | 7,455 | 7,578 |

**MAXIMUM FOR OTHER EXPENDITURES**

|  |         |         |         |         |         |         |
|--|---------|---------|---------|---------|---------|---------|
|  | 239,982 | 126,723 | 293,933 | 389,883 | 493,374 | 789,556 |
|--|---------|---------|---------|---------|---------|---------|

\* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

| <b>Bobcock Ranch Charter</b>   |                   |             | 2017-18       |               | 2018-19       | 2019-20         | 2020-21         | 2021-22         |
|--|-------------------|-------------|---------------|---------------|---------------|-----------------|-----------------|-----------------|
|  |                   |             | Expected      | Breakeven     |               |                 |                 |                 |
| <b>ENROLLMENT</b>  |                   |             |               |               |               |                 |                 |                 |
|  | Cost              | Basis       |               |               |               |                 |                 |                 |
| K - 5  |                   | Classrooms  | 4             | 2             | 5             | 7               | 9               | 15              |
| 6 - 8  |                   |             | 76            | 39            | 94            | 134             | 170             | 228             |
| <b>Total Enrollment</b>  |                   |             | <b>76</b>     | <b>39</b>     | <b>94</b>     | <b>134</b>      | <b>170</b>      | <b>294</b>      |
| <b>REVENUES</b>  |                   |             |               |               |               |                 |                 |                 |
| State Sources with expected enrollment   |                   |             | \$ 539,366.00 | \$ 276,779.92 | \$ 678,914.93 | \$ 965,505.27   | \$ 1,248,287.96 | \$ 2,126,418.10 |
| Federal Sources - NSLP funds 50% of students   | \$ 2.98           | 50%         | \$ 20,383.20  | \$ 10,459.80  | \$ 25,715.02  | \$ 37,390.73    | \$ 48,384.72    | \$ 85,350.64    |
| Local Sources - Lunch program paid students  | \$ 3.00           | 30%         | \$ 12,312.00  | \$ 6,318.00   | \$ 15,532.56  | \$ 22,585.00    | \$ 29,225.67    | \$ 51,554.08    |
| Capital Outlay (Available 1st year)  | \$ 275.00         | Per Student | \$ -          | \$ -          | \$ -          | \$ 36,850.00    | \$ 46,750.00    | \$ 80,850.00    |
| Other Sources - Services   |                   |             | \$ 7,600.00   | \$ 3,900.00   | \$ 9,400.00   | \$ 13,400.00    | \$ 17,000.00    | \$ 29,400.00    |
|  |                   |             | \$ 579,661.20 | \$ 297,457.72 | \$ 729,562.51 | \$ 1,075,731.00 | \$ 1,389,648.35 | \$ 2,373,572.82 |
| <b>EXPENDITURES</b>  |                   |             |               |               |               |                 |                 |                 |
| <b>Instruction</b>   |                   |             |               |               |               |                 |                 |                 |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides)                    | See Staffing Plan |             | \$ 214,900.00 | \$ 105,320.00 | \$ 304,980.00 | \$ 442,898.28   | \$ 542,171.17   | \$ 964,447.05   |
| Fringe Benefits  |                   |             | \$ 47,278.00  | \$ 23,170.40  | \$ 67,095.60  | \$ 97,437.62    | \$ 119,277.66   | \$ 212,178.35   |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | \$ 450.00         | ESE Student | \$ 5,814.00   | \$ 2,983.50   | \$ 7,334.82   | \$ 10,665.14    | \$ 13,801.01    | \$ 24,344.98    |
| Classroom Supplies & Equipment   | \$ 15.00          | Student     | \$ 1,140.00   | \$ 585.00     | \$ 1,438.20   | \$ 2,091.20     | \$ 2,706.08     | \$ 4,773.53     |
| Teacher Supplies   | \$ 35.00          | Student     | \$ 2,660.00   | \$ 1,365.00   | \$ 3,355.80   | \$ 4,879.48     | \$ 6,314.19     | \$ 11,138.23    |
| Textbooks and/or ebooks/Student Activities   | \$ 255.00         | Student     | \$ 19,380.00  | \$ 9,945.00   | \$ 24,449.40  | \$ 17,775.23    | \$ 23,001.68    | \$ 20,287.48    |
| Supplemental instructional materials (CIRP/SIRP and Technology)                                  | \$ 35.00          | Student     | \$ 2,660.00   | \$ 1,365.00   | \$ 3,355.80   | \$ 4,879.48     | \$ 6,314.19     | \$ 11,138.23    |
| Digital Education Content Materials (Leased)   | \$ 150.00         | Student     | \$ 11,400.00  | \$ 5,850.00   | \$ 14,382.00  | \$ 20,912.04    | \$ 27,060.80    | \$ 47,735.26    |
| Computer - Equipment for Instruction (leased)  | \$ 1,800.00       | Classroom   | \$ 7,200.00   | \$ 3,510.00   | \$ 9,180.00   | \$ 13,109.04    | \$ 17,191.57    | \$ 29,225.67    |
| <b>Sub-Total Instruction</b>   |                   |             | \$ 312,432.00 | \$ 161,593.90 | \$ 435,571.62 | \$ 614,647.51   | \$ 757,838.35   | \$ 1,325,268.78 |
| <b>Pupil Personnel Services</b>  |                   |             |               |               |               |                 |                 |                 |
| Salaries (includes counselor, school nurse, health assistant)                                    | See Staffing Plan |             | \$ 40,000.00  | \$ 20,000.00  | \$ 40,800.00  | \$ 41,616.00    | \$ 42,448.32    | \$ 43,297.29    |
| Fringe Benefits  |                   |             | \$ 8,800.00   | \$ 4,400.00   | \$ 8,976.00   | \$ 9,155.52     | \$ 9,338.63     | \$ 9,525.40     |
| Contracted Professional Services (counseling and psychological)                                  | \$ 850.00         | ESE Student | \$ 10,982.00  | \$ 5,635.50   | \$ 13,854.66  | \$ 20,145.27    | \$ 26,068.57    | \$ 45,984.97    |
| <b>Sub-Total Pupil Personnel Services</b>  |                   |             | \$ 59,782.00  | \$ 30,035.50  | \$ 63,630.66  | \$ 70,916.79    | \$ 77,855.52    | \$ 98,807.65    |
| <b>Media Services</b>  |                   |             |               |               |               |                 |                 |                 |
| Salaries (includes Librarian)  |                   |             | \$ -          | \$ -          | \$ -          | \$ -            | \$ -            | \$ -            |
| Fringe Benefits  |                   |             | \$ -          | \$ -          | \$ -          | \$ -            | \$ -            | \$ -            |
| <b>Sub-Total Media Services</b>  |                   |             | \$ -          | \$ -          | \$ -          | \$ -            | \$ -            | \$ -            |
| <b>Curriculum Development</b>  |                   |             |               |               |               |                 |                 |                 |
| Salaries (includes Curriculum Specialist)  |                   |             | \$ -          | \$ -          | \$ -          | \$ -            | \$ -            | \$ -            |
| Fringe Benefits  |                   |             | \$ -          | \$ -          | \$ -          | \$ -            | \$ -            | \$ -            |
| Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)                    | \$ -              | Student     | \$ -          | \$ -          | \$ -          | \$ -            | \$ -            | \$ -            |
| Student Activities   | \$ 15.00          | Student     | \$ 1,140.00   | \$ 585.00     | \$ 1,438.20   | \$ 2,091.20     | \$ 2,706.08     | \$ 4,773.53     |
| <b>Sub-Total Curriculum Development</b>  |                   |             | \$ 1,140.00   | \$ 585.00     | \$ 1,438.20   | \$ 2,091.20     | \$ 2,706.08     | \$ 4,773.53     |
| <b>Staff Development</b>   |                   |             |               |               |               |                 |                 |                 |
| Workshops/Trainings  | \$ 1,000.00       | Teacher     | \$ 5,000.00   | \$ 1,225.00   | \$ 7,000.00   | \$ 10,000.00    | \$ 12,000.00    | \$ 21,000.00    |
| <b>Sub-Total Staff Development</b>   |                   |             | \$ 5,000.00   | \$ 1,225.00   | \$ 7,000.00   | \$ 10,000.00    | \$ 12,000.00    | \$ 21,000.00    |

Budget Detail

| <b>Bobcock Ranch Charter</b>   |              |                  | 2017-18       |               | 2018-19       | 2019-20       | 2020-21       | 2021-22       |
|--|--------------|------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|  |              |                  | Expected      | Breakeven     |               |               |               |               |
| <b>Instruction Related Technology</b>                                |              |                  |               |               |               |               |               |               |
| Salaries (includes Technology Personnel)                             |              |                  | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          |
| Fringe Benefits  |              |                  | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          |
| CELLA Online   | \$ 4.50      | Student          | \$ 342.00     | \$ 175.50     | \$ 431.46     | \$ 627.36     | \$ 811.82     | \$ 1,432.06   |
| Hardware Maintenance and computer cart                               | \$ 2,400.00  | Classroom        | \$ 9,600.00   | \$ 4,680.00   | \$ 12,240.00  | \$ 17,478.72  | \$ 22,922.09  | \$ 38,967.56  |
| <i>Sub-Total Instruction Related Technology</i>                      |              |                  | \$ 9,942.00   | \$ 4,855.50   | \$ 12,671.46  | \$ 18,106.08  | \$ 23,733.92  | \$ 40,399.62  |
| <b>Board</b>   |              |                  |               |               |               |               |               |               |
| Professional Services (Legal)  | \$ 2,500.00  | School           | \$ 2,500.00   | \$ -          | \$ 2,550.00   | \$ 2,601.00   | \$ 2,653.02   | \$ 2,706.08   |
| Insurance (General Liability, D&O, Professional Liability)           | \$ 925.00    | Classroom        | \$ 3,700.00   | \$ 1,803.75   | \$ 4,717.50   | \$ 6,736.59   | \$ 8,834.56   | \$ 15,018.75  |
| Travel   | \$ 10,000.00 | Board Mem        | \$ 10,000.00  | \$ -          | \$ 10,200.00  | \$ 10,404.00  | \$ 10,612.08  | \$ 10,824.32  |
| <i>Sub-Total Board</i>   |              |                  | \$ 16,200.00  | \$ 1,803.75   | \$ 17,467.50  | \$ 19,741.59  | \$ 22,099.66  | \$ 28,549.15  |
| <b>General Administration</b>  |              |                  |               |               |               |               |               |               |
| Management Fees (Portion of the \$450 fee charged by ESP)            | \$ -         | Student          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          |
| Administrative Fee   |              |                  |               |               |               |               |               |               |
| <i>Sub-Total General Administration</i>                              |              |                  | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          |
| <b>School Administration</b>   |              |                  |               |               |               |               |               |               |
| Salaries (includes Principal, Secretary & other Office Personnel)    |              |                  | \$ 113,081.08 | \$ 113,081.08 | \$ 138,802.70 | \$ 141,578.76 | \$ 144,410.33 | \$ 167,864.75 |
| Fringe Benefits  |              |                  | \$ 24,877.84  | \$ 24,877.84  | \$ 30,536.59  | \$ 31,147.33  | \$ 31,770.27  | \$ 36,930.24  |
| Equipment Rental / Lease   | \$ 300.00    | Per Month        | \$ 3,600.00   | \$ 3,600.00   | \$ 3,672.00   | \$ 3,745.44   | \$ 3,820.35   | \$ 3,896.76   |
| Travel   | \$ 1,200.00  | Administrator    | \$ 2,400.00   | \$ 2,400.00   | \$ 2,448.00   | \$ 2,496.96   | \$ 2,546.90   | \$ 2,597.84   |
| Advertising and Promotion  | \$ 5.00      | Student          | \$ 380.00     | \$ 195.00     | \$ 479.40     | \$ 697.07     | \$ 902.03     | \$ 1,591.18   |
| License Fees   | \$ 200.00    |                  | \$ 200.00     | \$ 200.00     | \$ 204.00     | \$ 208.08     | \$ 212.24     | \$ 216.49     |
| Dues and Subscriptions   | \$ 4.00      | Student          | \$ 304.00     | \$ 156.00     | \$ 383.52     | \$ 557.65     | \$ 721.62     | \$ 1,272.94   |
| Postage  | \$ 50.00     | Classroom        | \$ 200.00     | \$ 97.50      | \$ 255.00     | \$ 364.14     | \$ 477.54     | \$ 811.82     |
| Printing   | \$ 225.00    | Classroom        | \$ 900.00     | \$ 438.75     | \$ 1,147.50   | \$ 1,638.63   | \$ 2,148.95   | \$ 3,653.21   |
| Office Supplies  | \$ 25.00     | Student          | \$ 1,900.00   | \$ 975.00     | \$ 2,350.00   | \$ 3,350.00   | \$ 4,250.00   | \$ 7,350.00   |
| Office Equipment   | \$ 1,500.00  |                  | \$ 1,500.00   | \$ 1,500.00   | \$ 1,530.00   | \$ 1,560.60   | \$ 1,591.81   | \$ 1,623.65   |
| Computer Equipment   | \$ 1,000.00  | Administrator    | \$ 2,000.00   | \$ 2,000.00   | \$ 2,040.00   | \$ 2,080.80   | \$ 2,122.42   | \$ 2,164.86   |
| <i>Sub-Total School Administration</i>                               |              |                  | \$ 151,342.92 | \$ 149,521.17 | \$ 183,848.72 | \$ 189,425.45 | \$ 194,974.46 | \$ 229,973.73 |
| <b>Facilities Acquisition &amp; Construction</b>                     |              |                  |               |               |               |               |               |               |
| Building Lease / Rent (see budget summary for calculation)           |              |                  | \$ 7,600.00   | \$ 7,600.00   | \$ 9,400.00   | \$ 13,400.00  | \$ 17,000.00  | \$ 29,400.00  |
| <i>Sub-Total Facilities Acquisition &amp; Construction</i>           |              |                  | \$ 7,600.00   | \$ 7,600.00   | \$ 9,400.00   | \$ 13,400.00  | \$ 17,000.00  | \$ 29,400.00  |
| <b>Fiscal Services</b>   |              |                  |               |               |               |               |               |               |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel)      |              |                  | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          |
| Fringe Benefits  |              |                  | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          | \$ -          |
| Fee to County School Board - up to 250 students                      |              |                  | \$ 26,968.30  | \$ 13,839.00  | \$ 33,945.75  | \$ 48,275.26  | \$ 62,414.40  | \$ 90,408.93  |
| Back office Accounting Support                                       | \$ 100.00    |                  | \$ 7,600.00   | \$ 3,900.00   | \$ 9,588.00   | \$ 13,941.36  | \$ 18,040.54  | \$ 31,823.51  |
| Professional Services - Annual Audit                                 | \$ 8,500.00  |                  | \$ 8,500.00   | \$ 8,500.00   | \$ 8,670.00   | \$ 8,843.40   | \$ 9,020.27   | \$ 9,200.67   |
| <i>Sub-Total Fiscal Services</i>                                     |              |                  | \$ 43,068.30  | \$ 26,239.00  | \$ 52,203.75  | \$ 71,060.02  | \$ 89,475.20  | \$ 131,433.11 |
| <b>Food Services</b>   |              |                  |               |               |               |               |               |               |
| Salaries (Food Service Workers)                                      |              |                  | \$ 14,000.00  | \$ 14,000.00  | \$ 14,280.00  | \$ 29,131.20  | \$ 29,713.82  | \$ 45,462.15  |
| Fringe Benefits  |              |                  | \$ 3,080.00   | \$ 3,080.00   | \$ 3,141.60   | \$ 6,408.86   | \$ 6,537.04   | \$ 10,001.67  |
| Food, Materials & Supplies - Vendor provided meals 80% Participation | \$ 2.46      | Per Meal per day | \$ 26,922.24  | \$ 13,815.36  | \$ 33,964.53  | \$ 49,385.87  | \$ 63,906.79  | \$ 112,731.59 |
| Equipment Rental / Lease (provided by food vendor)                   |              |                  |               |               |               |               |               |               |
| Inspection fees  | \$ 75.00     | Twice per year   | \$ 150.00     | \$ 150.00     | \$ 153.00     | \$ 156.06     | \$ 159.18     | \$ 162.36     |
| <i>Sub-Total Food Services</i>                                       |              |                  | \$ 44,152.24  | \$ 31,045.36  | \$ 51,539.13  | \$ 85,082.00  | \$ 100,316.84 | \$ 168,357.77 |

Budget Detail

| <b>Bobcock Ranch Charter</b>  |              |               | 2017-18         |                 | 2018-19         | 2019-20         | 2020-21         | 2021-22         |
|---|--------------|---------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|   |              |               | Expected        | Breakeven       |                 |                 |                 |                 |
| <b>Pupil Transportation Services</b>                                      |              |               |                 |                 |                 |                 |                 |                 |
| Salaries (Drivers & Transportation workers)                               | See Staffing |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Fringe Benefits   |              |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Contracted Transportation Services - \$290 per bus per day 0% utilization | \$ 290.00    | 0%            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| <i>Sub-Total Pupil Transportation Services</i>                            |              |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| <b>Operation of Plant</b>   |              |               |                 |                 |                 |                 |                 |                 |
| Salaries (Custodian, crossing guards, security)                           | See Staffing |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Fringe benefits   |              |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Purchased Service (Custodial, fire and alarm, etc)                        | \$ 2,500.00  | Per Classroom | \$ 10,000.00    | \$ 4,875.00     | \$ 12,750.00    | \$ 18,207.00    | \$ 23,877.18    | \$ 40,591.21    |
| Lawn Maintenance  | \$ 200.00    | Per Classroom | \$ 800.00       | \$ 390.00       | \$ 1,020.00     | \$ 1,456.56     | \$ 1,910.17     | \$ 3,247.30     |
| Pest Control  | \$ 40.00     | Per Classroom | \$ 160.00       | \$ 78.00        | \$ 204.00       | \$ 291.31       | \$ 382.03       | \$ 649.46       |
| Security Services   | \$ 300.00    | Per Month     | \$ 3,600.00     | \$ 3,600.00     | \$ 3,672.00     | \$ 3,745.44     | \$ 3,820.35     | \$ 3,896.76     |
| Property Insurance  | \$ -         | Per Classroom | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| Telephone Services  | \$ 300.00    | Per Month     | \$ 3,600.00     | \$ 3,600.00     | \$ 3,672.00     | \$ 3,745.44     | \$ 3,820.35     | \$ 3,896.76     |
| Water & Sewer   | \$ 80.00     | Per Classroom | \$ 320.00       | \$ 156.00       | \$ 408.00       | \$ 582.62       | \$ 764.07       | \$ 1,298.92     |
| Electricity   | \$ 2,550.00  | Per Classroom | \$ 10,200.00    | \$ 4,972.50     | \$ 13,005.00    | \$ 18,571.14    | \$ 24,354.72    | \$ 41,403.03    |
| <i>Sub-Total Operation of Plant</i>                                       |              |               | \$ 28,680.00    | \$ 17,671.50    | \$ 34,731.00    | \$ 46,599.52    | \$ 58,928.88    | \$ 94,983.42    |
| <b>Maintenance of Plant</b>   |              |               |                 |                 |                 |                 |                 |                 |
| Repairs & Maintenance   | \$ 1.50      | Sq. Ft.       | \$ 6,270.00     | \$ 1,014.00     | \$ 7,332.00     | \$ 10,452.00    | \$ 13,260.00    | \$ 22,932.00    |
| Supplies  |              |               |                 |                 |                 |                 |                 |                 |
| <i>Sub-Total Maintenance of Plant</i>                                     |              |               | \$ 6,270.00     | \$ 1,014.00     | \$ 7,332.00     | \$ 10,452.00    | \$ 13,260.00    | \$ 22,932.00    |
| <b>Administrative Technology Services</b>                                 |              |               |                 |                 |                 |                 |                 |                 |
| Systems Operation   | \$ 750.00    | Per Classroom | \$ 3,000.00     | \$ 1,462.50     | \$ 3,825.00     | \$ 5,462.10     | \$ 7,163.15     | \$ 12,177.36    |
| Systems Planning & Analysis   |              |               |                 |                 |                 |                 |                 |                 |
| <i>Sub-Total Administrative Technology Services</i>                       |              |               | \$ 3,000.00     | \$ 1,462.50     | \$ 3,825.00     | \$ 5,462.10     | \$ 7,163.15     | \$ 12,177.36    |
| Redemption of Principal Interest ( <i>Interest Only at 6%</i> )           |              |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| <i>Sub-Total Debt Service</i>   |              |               | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            | \$ -            |
| <b>Contingency</b>  |              |               |                 |                 |                 |                 |                 |                 |
| Operating expense contingency - 3% of FEFP - Considered restricted funds  | 3%           |               | \$ 17,389.84    | \$ -            | \$ 21,886.88    | \$ 32,271.93    | \$ 41,689.45    | \$ 71,207.18    |
| <i>Sub-Total Contingency</i>  |              |               | \$ 17,389.84    | \$ -            | \$ 21,886.88    | \$ 32,271.93    | \$ 41,689.45    | \$ 71,207.18    |
| <b>Total Expenditures</b>   |              |               | \$ 705,999.29   | \$ 434,652.17   | \$ 902,545.91   | \$ 1,189,256.19 | \$ 1,419,041.51 | \$ 2,279,263.31 |
| <b>Excess of Revenues over Expenditures</b>                               |              |               | \$ (126,338.09) | \$ (137,194.45) | \$ (172,983.40) | \$ (113,525.19) | \$ (29,393.16)  | \$ 94,309.51    |

| <b>Bobcock Ranch Charter</b>   |                   |             |   |
|--|-------------------|-------------|---|
| <b>REVENUES</b>  |                   |             |   |
| State Sources with expected enrollment   |                   |             | FEFP Revenue utilizing the revenue worksheet provided by the FLDOE  |
| Federal Sources - NSLP funds 50% of students   | \$ 2.98           | 50%         | The reimbursement provided by the National School Lunch Program (NSLP)  |
| Local Sources - Lunch program paid students  | \$ 3.00           | 30%         | The amount per meal for paid lunches  |
| Capital Outlay (Available 1st year)  | \$ 275.00         | Per Student | An estimate of the Capital Outlay amount based on the \$50 million allocated for the 2015-16 school year. The amount is kept constant for each year of the budget. The school is eligible after year 3.               |
| Other Sources - Services   |                   |             | Revenue from before care/after care, fund raising activities, field trips, and other internal revenue   |
|  |                   |             |   |
| <b>EXPENDITURES</b>  |                   |             |   |
| <b>Instruction</b>   |                   |             |   |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides)                    | See Staffing Plan |             | Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.   |
| Fringe Benefits  |                   |             | As calculated in the staffing plan  |
| Contracted Professional Services (includes Therapists & other contracted instructional services) | \$ 450.00         | ESE Student | Contracted instructional services as outlined in the application  |
| Classroom Supplies & Equipment   | \$ 15.00          | Student     | Student Agendas, Classroom Supplies and other items used within the classroom   |
| Teacher Supplies   | \$ 35.00          | Student     | Supplies for the teacher to outfit the classroom  |
| Textbooks and/or eBooks/Student Activities   | \$ 255.00         | Student     | Textbooks and other instructional materials as described in the curriculum section of the application   |
| Supplemental instructional materials (CIRP/SIRP and Technology)                                  | \$ 35.00          | Student     | Other supplemental curriculum as detailed in the application  |
| Digital Education Content Materials (Leased)   | \$ 150.00         | Student     | Digital content material as described in the curriculum section. The materials would be funded over time. Expenditure listed is for the annual costs.   |
| Computer - Equipment for Instruction (leased)  | \$ 1,800.00       | Classroom   | Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased          |
| <i>Sub-Total Instruction</i>   |                   |             |   |
| <b>Pupil Personnel Services</b>  |                   |             |   |
| Salaries (includes counselor, school nurse, health assistant)                                    | See Staffing Plan |             | Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.               |
| Fringe Benefits  |                   |             | As calculated in the staffing plan  |
| Contracted Professional Services (counseling and psychological)                                  | \$ 850.00         | ESE Student | Contracted instructional support services as outlined in the application (eg. ESE Specialist, counselor)  |
| <i>Sub-Total Pupil Personnel Services</i>  |                   |             |   |
| <b>Media Services</b>  |                   |             |   |
| Salaries (includes Librarian)  |                   |             | Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan. |
| Fringe Benefits  |                   |             | As calculated in the staffing plan  |
| <i>Sub-Total Media Services</i>  |                   |             |   |
| <b>Curriculum Development</b>  |                   |             |   |
| Salaries (includes Curriculum Specialist)  |                   |             | Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.    |
| Fringe Benefits  |                   |             | As calculated in the staffing plan  |
| Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)                    | \$ -              | Student     | The services provided in the ESP's \$450 per student fee for Curriculum Planning, Research, Development and Evaluation - The amount stated is a component of the ESP fee  |
| Student Activities   | \$ 15.00          | Student     |   |
| <i>Sub-Total Curriculum Development</i>  |                   |             |   |
| <b>Staff Development</b>   |                   |             |   |
| Workshops/Trainings  | \$ 1,000.00       | Teacher     | The costs associated with providing staff development as described in the application   |
| <i>Sub-Total Staff Development</i>   |                   |             |   |
| <b>Instruction Related Technology</b>  |                   |             |   |
| Salaries (includes Technology Personnel)   |                   |             |   |
| Fringe Benefits  |                   |             |   |
| CELLA Online   | \$ 4.50           | School      | CELLA Online In order for the charter school to be in compliance with the District's ELL Plan   |
| Hardware Maintenance   | \$ 2,400.00       | Classroom   | The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.  |
| <i>Sub-Total Instruction Related Technology</i>  |                   |             |   |
| <b>Board</b>   |                   |             |   |
| Professional Services (Legal)  | \$ 2,500.00       | School      | Outside legal expenses  |
| Insurance (General Liability, D&O, Professional Liability)                                       | \$ 925.00         | Classroom   | The costs of the Professional Educators Liability policy  |
| Travel   | \$ 10,000.00      | Board Mem   | The costs for board members to attend meetings and/or conferences   |
| <i>Sub-Total Board</i>   |                   |             |   |
| <b>General Administration</b>  |                   |             |   |
| Management Fees (Portion of the \$450 fee charged by ESP)  | \$ -              | Student     | The portion of the management fee allocated for General administrative services   |

**Bobcock Ranch Charter**

|   |             |               |  |
|---|-------------|---------------|--|
| <b>Administrative Fee</b>   |             |               |  |
| <i>Sub-Total General Administration</i>                           |             |               |  |
| <b>School Administration</b>                                      |             |               |  |
| Salaries (includes Principal, Secretary & other Office Personnel) |             |               | The Principal and support staff will be shared in the early years. The amount in the budget is the proportionate share paid by the charter |
| Fringe Benefits   |             |               |  |
| Equipment Rental / Lease  | \$ 300.00   | Per Month     | Office equipment leases  |
| Travel  | \$ 1,200.00 | Administrator | Travel expense for the administrative staff to attend meetings and workshops.  |
| Advertising and Promotion   | \$ 5.00     | Student       | Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.                         |
| License Fees  | \$ 200.00   |               | Annual Government license fees   |
| Dues and Subscriptions  | \$ 4.00     | Student       | Costs for subscription services.   |
| Postage   | \$ 50.00    | Classroom     | Postage and overnight mail costs   |
| Printing  | \$ 225.00   | Classroom     | Printing material and supplies   |
| Office Supplies   | \$ 25.00    | Student       | General office supplies  |
| Office Equipment  | \$ 1,500.00 |               | Annual costs of the office equipment   |
| Computer Equipment  | \$ 1,000.00 | Administrator | Annual costs of the administrative computer equipment  |
| <i>Sub-Total School Administration</i>                            |             |               |  |

| <b>Bobcock Ranch Charter</b>  |              |                  |  |
|---|--------------|------------------|--|
| <b>Facilities Acquisition &amp; Construction</b>                          |              |                  |  |
| Building Lease / Rent (see budget summary for calculation)                |              |                  | Facility lease costs as outlined in the budget summary and the facility section of the application   |
| <i>Sub-Total Facilities Acquisition &amp; Construction</i>                |              |                  |  |
| <b>Fiscal Services</b>  |              |                  |  |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel)           |              |                  | Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.     |
| Fringe Benefits   |              |                  | As calculated in the staffing plan   |
| Fee to County School Board - up to 250 students                           |              |                  | The fee paid to the school district as stipulated in statute   |
| Planning, Research, Development and Evaluation (Part of ESP's Fee)        | \$ 100.00    |                  | The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.   |
| Professional Services - Annual Audit                                      | \$ 8,500.00  |                  | The costs of the annual audit paid to the outside auditor  |
| <i>Sub-Total Fiscal Services</i>  |              |                  |  |
| <b>Food Services</b>  |              |                  |  |
| Salaries (Food Service Workers)   |              |                  | Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.       |
| Fringe Benefits   |              |                  | As calculated in the staffing plan   |
| Food, Materials & Supplies - Vendor provided meals 80% Participation      | \$ 2.46      | Per Meal per day | The contract cost per meal paid to an approved NSLP provider   |
| Equipment Rental / Lease (provided by food vendor)                        | \$ -         |                  | No cost. The equipment is provided by the NSLP provider  |
| Inspection fees   | \$ 75.00     | Twice per year   | Health inspection fees   |
| <i>Sub-Total Food Services</i>  |              | 0                |  |
| <b>Pupil Transportation Services</b>                                      |              |                  |  |
| Salaries (Drivers & Transportation workers)                               |              |                  | N/A  |
| Fringe Benefits   |              |                  |  |
| Contracted Transportation Services - \$290 per bus per day 0% utilization | \$ 290.00    | 0%               | The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus  |
| <i>Sub-Total Pupil Transportation Services</i>                            |              |                  |  |
| <b>Operation of Plant</b>   |              |                  |  |
| Salaries (Custodian, crossing guards, security)                           | See Staffing |                  | Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan. |
| Fringe benefits   |              |                  | As calculated in the staffing plan   |
| Purchased Service (Custodial, fire and alarm, etc)                        | \$ 2,500.00  | Per Classroom    | The costs for contracted custodial services and other contracted service for the operation of the facility   |
| Lawn Maintenance  | \$ 200.00    | Per Classroom    | Contracted lawn service  |
| Pest Control  | \$ 40.00     | Per Classroom    | Contracted pest service  |
| Security Services   | \$ 300.00    | Per Month        | Contracted security alarm monitoring   |
| Property Insurance  | \$ -         | Per Classroom    | The expenditure for property insurance including windstorm   |
| Telephone Services  | \$ 300.00    | Per Month        | Monthly phone service expenses   |
| Water & Sewer   | \$ 80.00     | Per Classroom    | City Water & Sewer costs   |
| Electricity   | \$ 2,550.00  | Per Classroom    | The costs electrical service   |
| <i>Sub-Total Operation of Plant</i>                                       |              |                  |  |
| <b>Maintenance of Plant</b>   |              |                  |  |
| Repairs & Maintenance   | \$ 1.50      | Sq. Ft.          | Repairs & Maintained of the facility   |
| Supplies  | \$ -         |                  |  |
| <i>Sub-Total Maintenance of Plant</i>                                     |              |                  |  |
| <b>Administrative Technology Services</b>                                 |              |                  |  |
| Systems Operation   | \$ 750.00    | Per Classroom    | Contracted costs to maintain the IT infrastructure   |
| Systems Planning & Analysis   | \$ -         |                  |  |
| <i>Sub-Total Administrative Technology Services</i>                       |              |                  |  |
| Redemption of Principal   | 0            |                  | Repayment of start up loan   |
| Interest (Interest Only at 6%)  | 0            |                  | Interest on start up loan  |
| <i>Sub-Total Debt Service</i>   |              | 0                |  |
| <b>Contingency</b>  |              |                  |  |
| Operating expense contingency - 3% of FEFP - Considered restricted funds  |              | 3%               |  |



**Staffing Plan**

**Bobcock Ranch Charter**

|                               |              |                              |           |           |           |          |        |
|-------------------------------|--------------|------------------------------|-----------|-----------|-----------|----------|--------|
| Fringe Benefit Rate           | 22.00%       |                              |           |           |           |          |        |
| FICA                          | 6.20%        |                              |           |           |           |          |        |
| Medicare                      | 1.45%        |                              |           |           |           |          |        |
| FUTA                          | \$ 189,00    |                              |           |           |           |          |        |
| SUTA                          | \$ 189,00    |                              |           |           |           |          |        |
| Workers Comp & Payroll Costs  | 1.38%        |                              |           |           |           |          |        |
| 401K Contribution             | 2.00%        |                              |           |           |           |          |        |
| Health Insurance per Employee | \$ 4,380.00  | \$365 Per month per Employee |           |           |           |          |        |
| Average Pay                   | \$ 42,442.34 | (126,338)                    | (137,194) | (172,983) | (113,525) | (29,393) | 94,310 |

|  |         | 2017-18  |           | 2018-19 | 2019-20 | 2020-21 | 2021-22   |
|--|---------|----------|-----------|---------|---------|---------|-----------|
|  |         | Expected | Breakeven |         |         |         |           |
| <b>Instruction Staff</b>                         |         |          |           |         |         |         |           |
| Teachers (ESE or ESOL certified teacher)         | 41,500  | 4        | 2         | 5       | 7       | 9       | 15        |
| Substitute Teachers                              | 1,100   | 4        | 2         | 5       | 7       | 9       | 15        |
| Other Teachers (ESE, ESOL, see Budget Narrative) | 41,500  | 1        | 1         | 2       | 3.0     | 3       | 6         |
| Paraprofessionals                                | 18,000  |          |           |         |         |         |           |
| Supplements                                      | 750     | 4        | 2         | 4       | 4       | 4       | 4         |
|  | 102,850 | 5        | 2         | 7       | 10      | 12      | 21        |
| <b>Pupil Personnel Services</b>                  |         |          |           |         |         |         |           |
| Guidance/Coordinator                             | 40,000  | 1.00     | 0.50      | 1       | 1.0     | 1       | 1         |
| Nurse  | 35,000  |          |           |         |         |         |           |
|  | 75,000  | 1.00     | 0.50      | 1       | 1.0     | 1       | 1         |
| <b>Media Services</b>                            |         |          |           |         |         |         |           |
| Media Specialist                                 | 41,000  |          |           |         |         |         |           |
|  | 41,000  | -        | -         | -       | -       | -       | -         |
| <b>School Administration</b>                     |         |          |           |         |         |         |           |
| Principal  | 85,000  | 1.00     | 1.00      | 1.00    | 1.00    | 1.00    | 1.00      |
| Assistant Principal                              | 65,000  |          |           |         |         |         |           |
| Administrative Assistant                         | 28,081  | 1.00     | 1.00      | 1.00    | 1.00    | 1.00    | 1.00      |
| Registrar  | 23,000  |          |           | 1.00    | 1.00    | 1.00    | 1.00      |
| Other Clerical                                   | 19,000  |          |           |         |         |         | 1.00      |
|  | 220,081 | 2.00     | 2.00      | 3       | 3       | 3       | 4         |
| <b>Fiscal Services</b>                           |         |          |           |         |         |         |           |
| Business Manager                                 | 40,000  |          |           |         |         |         |           |
|  | 40,000  | -        | -         | -       | -       | -       | -         |
| <b>Food Services</b>                             |         |          |           |         |         |         |           |
| Food Service Workers                             | 14,000  | 1        | 1         | 1       | 2       | 2       | 3         |
|  | 14,000  | 1        | 1         | 1       | 2       | 2       | 3         |
|  | -       | -        | -         | -       | -       | -       | -         |
| <b>Operation of Plant</b>                        |         |          |           |         |         |         |           |
| Custodian  | 20,801  |          |           |         |         |         |           |
| Security   | 20,801  |          |           |         |         |         |           |
|  | 41,602  | -        | -         | -       | -       | -       | -         |
| <b>TOTAL EMPLOYEES</b>                           |         | 9        | 6         | 12      | 16      | 18      | 29        |
| <b>Average performance pay increase</b>          | 2.0%    |          |           |         |         |         |           |
| <b>Instruction Staff</b>                         |         |          |           |         |         |         |           |
| Homeroom Teachers                                |         | 166,000  | 80,925    | 211,650 | 302,236 | 396,361 | 673,814   |
| Substitute Teachers                              |         | 4,400    | 2,145     | 5,610   | 8,011   | 10,506  | 17,860    |
| Other Teachers (ESE, ESOL, Reading/Math Coaches) |         | 41,500   | 20,750    | 84,660  | 129,530 | 132,120 | 269,526   |
| Paraprofessionals                                |         | -        | -         | -       | -       | -       | -         |
| Supplements                                      |         | 3,000    | 1,500     | 3,060   | 3,121   | 3,184   | 3,247     |
|  |         | 214,900  | 105,320   | 304,980 | 442,898 | 542,171 | 964,447   |
| <b>Benefits:</b>                                 |         | 47,278   | 23,170    | 67,096  | 97,438  | 119,278 | 212,178   |
| <b>Pupil Personnel Services</b>                  |         |          |           |         |         |         |           |
| Guidance/Coordinator                             |         | 40,000   | 20,000    | 40,800  | 41,616  | 42,448  | 43,297    |
| Nurse  |         | -        | -         | -       | -       | -       | -         |
|  |         | 40,000   | 20,000    | 40,800  | 41,616  | 42,448  | 43,297    |
| <b>Benefits:</b>                                 |         | 8,800    | 4,400     | 8,976   | 9,156   | 9,339   | 9,525     |
| <b>Media Services</b>                            |         |          |           |         |         |         |           |
| Media Specialist                                 |         | -        | -         | -       | -       | -       | -         |
|  |         | -        | -         | -       | -       | -       | -         |
| <b>Benefits:</b>                                 |         | -        | -         | -       | -       | -       | -         |
| <b>School Administration</b>                     |         |          |           |         |         |         |           |
| Principal  |         | 85,000   | 85,000    | 86,700  | 88,434  | 90,203  | 92,007    |
| Assistant Principal                              |         | -        | -         | -       | -       | -       | -         |
| Administrative Assistant                         |         | 28,081   | 28,081    | 28,643  | 29,216  | 29,800  | 30,396    |
| Registrar  |         | -        | -         | 23,460  | 23,929  | 24,408  | 24,896    |
| Other  |         | -        | -         | -       | -       | -       | 20,566    |
|  |         | 113,081  | 113,081   | 138,803 | 141,579 | 144,410 | 167,865   |
| <b>Benefits:</b>                                 |         | 24,878   | 24,878    | 30,537  | 31,147  | 31,770  | 36,930    |
| <b>Fiscal Services</b>                           |         |          |           |         |         |         |           |
| Business Manager                                 |         | -        | -         | -       | -       | -       | -         |
|  |         | -        | -         | -       | -       | -       | -         |
| <b>Benefits:</b>                                 |         | -        | -         | -       | -       | -       | -         |
| <b>Food Services</b>                             |         |          |           |         |         |         |           |
| Food Service Workers                             |         | 14,000   | 14,000    | 14,280  | 29,131  | 29,714  | 45,462    |
|  |         | 14,000   | 14,000    | 14,280  | 29,131  | 29,714  | 45,462    |
| <b>Benefits:</b>                                 |         | 3,080    | 3,080     | 3,142   | 6,409   | 6,537   | 10,002    |
| <b>Operation of Plant</b>                        |         |          |           |         |         |         |           |
| Custodian  |         | -        | -         | -       | -       | -       | -         |
| Security   |         | -        | -         | -       | -       | -       | -         |
|  |         | -        | -         | -       | -       | -       | -         |
| <b>Benefits:</b>                                 |         | -        | -         | -       | -       | -       | -         |
| <b>Total Payroll &amp; Benefits</b>              |         | 466,017  | 307,929   | 608,612 | 799,374 | 925,667 | 1,489,707 |

Bobcock Ranch Charter

**District: Charlotte**

|                              |        |      |      |      |      |
|------------------------------|--------|------|------|------|------|
| ESE Percent                  | 17.00% |      |      |      |      |
| ESOL Percent                 | 15.00% |      |      |      |      |
| Free & Reduced Lunch Percent | 50.00% |      |      |      |      |
| Occupancy                    |        | 100% | 100% | 100% | 100% |

|                     |    |    |     |     |     |
|---------------------|----|----|-----|-----|-----|
| Homeroom Classrooms | 76 | 94 | 134 | 170 | 294 |
|---------------------|----|----|-----|-----|-----|

|              | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|--------|--------|--------|--------|--------|
| Kindergarten | 2      | 2      | 3      | 4      | 5      |
| 1st Grade    | 1      | 2      | 2      | 3      | 4      |
| 2nd Grade    |        |        |        |        |        |
| 3rd Grade    |        |        |        |        |        |
| 4th Grade    | 1      | 1      | 2      | 2      | 3      |
| 5th Grade    |        |        |        |        |        |
| 6th Grade    |        |        |        |        | 2      |
| 7th Grade    |        |        |        |        | 1      |
| 8th Grade    |        |        |        |        |        |
| 9th Grade    |        |        |        |        |        |
| 10th Grade   |        |        |        |        |        |
| 11th Grade   |        |        |        |        |        |
| 12th Grade   |        |        |        |        |        |
|              | 4      | 5      | 7      | 9      | 15     |

Student Teacher Ratio

|              | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------|--------|--------|--------|--------|--------|
| Kindergarten | 18     | 18     | 18     | 18     | 18     |
| 1st Grade    | 18     | 18     | 18     | 18     | 18     |
| 2nd Grade    | 0      | 0      | 0      | 0      | 0      |
| 3rd Grade    | 0      | 0      | 0      | 0      | 0      |
| 4th Grade    | 22     | 22     | 22     | 22     | 22     |
| 5th Grade    | 0      | 0      | 0      | 0      | 0      |
| 6th Grade    | 0      | 0      | 0      | 0      | 22     |
| 7th Grade    | 0      | 0      | 0      | 0      | 22     |
| 8th Grade    | 0      | 0      | 0      | 0      | 0      |
| 9th Grade    | 0      | 0      | 0      | 0      | 0      |
| 10th Grade   | 0      | 0      | 0      | 0      | 0      |
| 11th Grade   | 0      | 0      | 0      | 0      | 0      |
| 12th Grade   | 0      | 0      | 0      | 0      | 0      |
|              | 0      | 76     | 94     | 134    | 170    |
|              |        |        |        | 170    | 294    |

Students by Grade Budgeted Enrollment

Bobcock Ranch Charter

|              | Year 1    | Year 2    | Year 3     | Year 4     | Year 5     |
|--------------|-----------|-----------|------------|------------|------------|
| Kindergarten | 36        | 36        | 54         | 72         | 90         |
| 1st Grade    | 18        | 36        | 36         | 54         | 72         |
| 2nd Grade    | 0         | 0         | 0          | 0          | 0          |
| 3rd Grade    | 0         | 0         | 0          | 0          | 0          |
| 4th Grade    | 22        | 22        | 44         | 44         | 66         |
| 5th Grade    | 0         | 0         | 0          | 0          | 0          |
| 6th Grade    | 0         | 0         | 0          | 0          | 44         |
| 7th Grade    | 0         | 0         | 0          | 0          | 22         |
| 8th Grade    | 0         | 0         | 0          | 0          | 0          |
| 9th Grade    | 0         | 0         | 0          | 0          | 0          |
| 10th Grade   | 0         | 0         | 0          | 0          | 0          |
| 11th Grade   | 0         | 0         | 0          | 0          | 0          |
| 12th Grade   | 0         | 0         | 0          | 0          | 0          |
|              | <b>76</b> | <b>94</b> | <b>134</b> | <b>170</b> | <b>294</b> |

| ESE Guaranteed Allocation:  | Grade Level | Matrix Level | FTE      |
|---|-------------|--------------|----------|
| Additional Funding from the ESE Guaranteed Allocation.  | K-3         | 251          | <b>9</b> |
| <b>Enter the FTE from 111,112, &amp; 113 by grade and matrix level.</b> Students who do not have a matrix level should be considered 251. <i>The total should equal all FTE from programs 111, 112 &amp; 113 above.</i> | K-3         | 252          |          |
|   | K-3         | 253          |          |
|   | 4-8         | 251          | <b>4</b> |
|   | 4-8         | 252          |          |
|   | 4-8         | 253          |          |
|   | 9-12        | 251          | <b>0</b> |
|   | 9-12        | 252          |          |
|   | 9-12        | 253          |          |
| Total ESE   |             |              | 13.00    |

## **Attachment Y: Proposed Start-up Budget**

Start-up Budget

**Bobcock Ranch Charter**

**Start-up Budget**

|                                  | February | March  | April  | May   | June  | Total  |
|----------------------------------|----------|--------|--------|-------|-------|--------|
| <b>Line of Credit / Grant **</b> | 25,000   |        |        |       |       |        |
| <b>EXPENSES:</b>                 |          |        |        |       |       |        |
| Administration Staff             | 2,500    | 3,500  | 3,500  | 3,500 | 3,500 | 16,500 |
| Marketing & Enrollment           |          | 2,500  |        | 2,000 | 500   | 5,000  |
| Computer/Printer                 | 1,500    |        |        |       | 1,000 | 2,500  |
| Administrative Expenses          | 500      | 200    | 100    | 100   | 100   | 1,000  |
| <b>TOTAL OPERATING EXPENSES</b>  | 4,500    | 6,200  | 3,600  | 5,600 | 5,100 | 25,000 |
| <b>Fund Balance</b>              | 20,500   | 14,300 | 10,700 | 5,100 | -     |        |

\*\* The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school can either use resources from its network or has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

**Attachment Z: Evidence of External Funding, if Applicable**

BABCOCK RANCH FOUNDATION, INC.  
11390 Palm Beach Blvd., Suite 204  
Fort Myers, FL 33905

August 29, 2016

Dear Board Members of Babcock Neighborhood School:

It is with great pleasure that we offer Babcock Neighborhood School additional support through a loan in support of Babcock Neighborhood School's vision to provide a world class education in an inspiring and healthy environment, supported by strong public/private partnerships and community involvement that promotes the highest level of academic achievement, creativity, collaboration, and environmental literacy. This letter amends and supersedes our prior letter dated July 25, 2016.

The Babcock Ranch Foundation offers the following loan terms to the Babcock Ranch Foundation, Inc.:

- Term loan: A term loan up to the amount of \$650,000, including the provision of FF&E in the school facility.
- Repayment: The term on the Loan is seven (7) years. During the first three (3) years of the Loan only interest payments are due. The principal amount of the Loan shall be paid in consecutive monthly installments in years four (4) through seven (7).
- Interest rate: The interest rate shall be not higher than 3%.
- At the Foundation's discretion, portion of the loan may be converted as a grant.

The Babcock Ranch Foundation's mission includes the support of initiatives and partnerships that enhance, enrich, and implement activities for the benefit of the greater Babcock Ranch community and Babcock Ranch Preserve. The Babcock Neighborhood School is an important component of that mission.

Sincerely,

  
Alfred Dougherty  
President

BABCOCK PROPERTY HOLDINGS, L.L.C.  
11390 Palm Beach Blvd., Suite 204  
Fort Myers, FL 33905  
941-235-6900

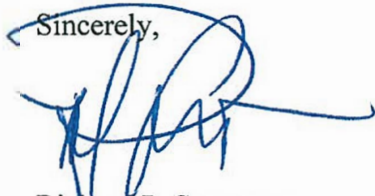
September 6, 2016

Dear Governing Board Members of Babcock Neighborhood School:

On behalf of Babcock Property Holdings, L.L.C., I am pleased to offer Babcock Neighborhood School a facility at below market value and consistent with a financially feasible budget. Babcock Property Holdings, L.L.C. will also support the Babcock Neighborhood School relating to startup costs by sharing resources such as, but not limited to, office space, marketing, website development and consultants. Babcock Property Holdings, L.L.C. will not charge Babcock Neighborhood School for those resources.

We at Babcock Property Holdings, L.L.C. support Babcock Neighborhood School's vision to provide a world class education in an inspiring and healthy environment that promotes the highest level of academic achievement, creativity, collaboration, and environmental literacy.

Sincerely,



Richard P. Severance  
President



**Attachment FF: Applicant's Additional Attachments**

## Attachment FF-1: 2015-16 Preliminary CCPS School and District Grades

| School Name                    | ELA Achievement | ELA Learning Gains | ELA Learning Gains of the Lowest 25% | Mathematics Achievement | Mathematics Learning Gains | Mathematics Learning Gains of the Lowest 25% | Science Achievement | Social Studies Achievement | Middle School Acceleration | Percent of Total Possible Points | Percent Tested | Preliminary Grade 2016 | Informational Baseline Grade 2015 | Percent of Minority Students | Percent of Economically Disadvantaged Students |
|--------------------------------|-----------------|--------------------|--------------------------------------|-------------------------|----------------------------|--|---------------------|----------------------------|----------------------------|----------------------------------|----------------|------------------------|-----------------------------------|------------------------------|--|
| Deep Creek ES                  | 62              | 54                 | 43                                   | 73                      | 72                         | 61   | 59                  |                            |                            | 61                               | 100            | B                      | B                                 | 34                           | 66   |
| East ES                        | 59              | 64                 | 56                                   | 66                      | 63                         | 50   | 58                  |                            |                            | 59                               | 100            | B                      | B                                 | 15                           | 70   |
| Kingsway ES                    | 55              | 56                 | 43                                   | 65                      | 66                         | 39   | 55                  |                            |                            | 54                               | 100            | B                      | B                                 | 43                           | 67   |
| Liberty ES                     | 48              | 47                 | 53                                   | 58                      | 51                         | 30   | 57                  |                            |                            | 49                               | 99             | C                      | C                                 | 38                           | 82   |
| Meadow Park ES                 | 49              | 44                 | 43                                   | 48                      | 45                         | 29   | 53                  |                            |                            | 44                               | 100            | C                      | C                                 | 32                           | 73   |
| Myakka River ES                | 58              | 58                 | 53                                   | 64                      | 61                         | 49   | 63                  |                            |                            | 58                               | 98             | B                      | B                                 | 16                           | 67   |
| Neil Armstrong ES              | 62              | 57                 | 49                                   | 65                      | 62                         | 54   | 60                  |                            |                            | 58                               | 100            | B                      | B                                 | 43                           | 77   |
| Peace River ES                 | 45              | 51                 | 45                                   | 55                      | 62                         | 48   | 45                  |                            |                            | 50                               | 99             | C                      | C                                 | 43                           | 87   |
| Sallie Jones ES                | 58              | 58                 | 57                                   | 71                      | 78                         | 64   | 57                  |                            |                            | 63                               | 100            | A                      | C                                 | 35                           | 59   |
| Vineland ES                    | 63              | 68                 | 56                                   | 72                      | 70                         | 54   | 73                  |                            |                            | 65                               | 97             | A                      | A                                 | 16                           | 57   |
| <b>Average of El. Schools</b>  | <b>56</b>       | <b>56</b>          | <b>50</b>                            | <b>64</b>               | <b>63</b>                  | <b>48</b>                                    | <b>58</b>           |                            |                            | <b>56</b>                        | <b>99</b>      |                        |                                   | <b>32</b>                    | <b>71</b>                                      |
| L. A. Ainger MS                | 56              | 53                 | 43                                   | 69                      | 69                         | 54   | 51                  | 82                         | 41                         | 58                               | 99             | B                      | B                                 | 16                           | 55   |
| Murdock MS                     | 47              | 52                 | 42                                   | 52                      | 57                         | 48   | 48                  | 63                         | 66                         | 53                               | 100            | C                      | B                                 | 32                           | 68   |
| Port Charlotte MS              | 47              | 50                 | 38                                   | 56                      | 58                         | 46   | 49                  | 73                         | 54                         | 52                               | 100            | C                      | B                                 | 41                           | 75   |
| Punta Gorda MS                 | 47              | 49                 | 39                                   | 59                      | 59                         | 44   | 47                  | 70                         | 43                         | 51                               | 99             | C                      | C                                 | 27                           | 58   |
| <b>Average of Mid. Schools</b> | <b>49</b>       | <b>51</b>          | <b>41</b>                            | <b>59</b>               | <b>61</b>                  | <b>48</b>                                    | <b>49</b>           | <b>72</b>                  | <b>51</b>                  | <b>54</b>                        | <b>100</b>     |                        |                                   | <b>29</b>                    | <b>64</b>                                      |
| <b>District</b>                | <b>52</b>       | <b>51</b>          | <b>42</b>                            | <b>56</b>               | <b>54</b>                  | <b>44</b>                                    | <b>57</b>           | <b>72</b>                  | <b>50</b>                  | <b>55</b>                        | <b>98</b>      | <b>B</b>               | <b>B</b>                          |                              |  |

### FSA ELA – Elementary Grades

- Average proficiency rate across elementary schools – 56 percent (range 45-63)
- Average learning gains rate across elementary schools – 56 percent (range 44-68)
- Average lowest quartile learning gains rate across elementary schools – 50 percent (range 43-56)

### FSA ELA – Middle Grades

- Average proficiency rate across middle schools – 49 percent (range 47-56)
- Average learning gains rate across middle schools – 51 percent (range 49-53)
- Average lowest quartile learning gains rate across middle schools – 41 percent (range 38-43)

### FSA Mathematics – Elementary Grades

- Average proficiency rate across elementary schools – 64 percent (range 48-73)
- Average learning gains rate across elementary schools – 63 percent (range 45-78)
- Average lowest quartile learning gains rate across elementary schools – 48 percent (range 29-64)

### FSA Mathematics – Middle Grades

- Average proficiency rate across middle schools – 56 percent (range 52-69)
- Average learning gains rate across middle schools – 54 percent (range 57-69)
- Average lowest quartile learning gains rate across middle schools – 44 percent (range 44-54)

### Statewide Science Assessment –

- Grade Five Average proficiency rate across elementary schools – 58 percent (range 45-73)
- Grade Eight Average proficiency rate across middle schools – 49 percent (range 47-51)

### Civics EOC

- Average proficiency rate across middle schools – 72 percent (range 63-82)

**Bobcock Ranch Charter**

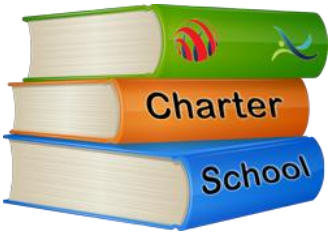
|  |               |               |               |               |               |               |               |               |               |               |               |               | YEAR 1               |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------------|
|  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
|  | Jul           | Aug           | Sep           | Oct           | Nov           | Dec           | Jan           | Feb           | Mar           | Apr           | May           | Jun           |                      |
| <b>REVENUES</b>  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| State Sources with expected enrollment   | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | 44,947        | \$ 539,366.00        |
| Federal Sources - NSLP funds 50% of students   |               |               | 2,038         | 2,038         | 2,038         | 2,038         | 2,038         | 2,038         | 2,038         | 2,038         | 2,038         | 2,038         | \$ 20,383.20         |
| Local Sources - Lunch program paid students  |               |               | 1,231         | 1,231         | 1,231         | 1,231         | 1,231         | 1,231         | 1,231         | 1,231         | 1,231         | 1,231         | \$ 12,312.00         |
| Capital Outlay (Available 1st year)  |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Other Sources - Services   |               |               |               | 844           | 844           | 844           | 844           | 844           | 844           | 844           | 844           | 844           | \$ 7,600.00          |
|  | <b>44,947</b> | <b>44,947</b> | <b>48,217</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>49,061</b> | <b>\$ 579,661.20</b> |
| <b>EXPENDITURES</b>  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| <b>Instruction</b>   |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| Salaries (includes classroom teachers, contract or hourly, and teacher aides)                    |               | 9,768         | 20,513        | 20,513        | 20,513        | 20,513        | 20,513        | 20,513        | 20,513        | 20,513        | 20,513        | 20,513        | \$ 214,900.00        |
| Fringe Benefits  |               | 2,149         | 4,513         | 4,513         | 4,513         | 4,513         | 4,513         | 4,513         | 4,513         | 4,513         | 4,513         | 4,513         | \$ 47,278.00         |
| Contracted Professional Services (includes Therapists & other contracted instructional services) |               |               | 646           | 646           | 646           | 646           | 646           | 646           | 646           | 646           | 646           | 646           | \$ 5,814.00          |
| Classroom Supplies & Equipment   |               | 376           | 376           | 388           |               |               |               |               |               |               |               |               | \$ 1,140.00          |
| Teacher Supplies   |               | 878           | 878           | 904           |               |               |               |               |               |               |               |               | \$ 2,660.00          |
| Textbooks and/or ebooks/Student Activities   |               | 6,395         | 6,395         | 6,589         |               |               |               |               |               |               |               |               | \$ 19,380.00         |
| Supplemental instructional materials (CIRP/SIRP and Technology)                                  |               | 878           | 878           | 904           |               |               |               |               |               |               |               |               | \$ 2,660.00          |
| Digital Education Content Materials (Leased)   |               |               |               |               |               |               |               |               |               |               |               | 11,400        | \$ 11,400.00         |
| Computer - Equipment for Instruction (leased)  |               | 2,376         | 2,376         | 2,448         |               |               |               |               |               |               |               |               | \$ 7,200.00          |
| Computer Lab - Including Software  |               | -             | -             | -             |               |               |               |               |               |               |               |               | \$ -                 |
| <i>Sub-Total Instruction</i>   |               | 22,820        | 35,929        | 36,906        | 25,672        | 25,672        | 25,672        | 25,672        | 25,672        | 25,672        | 25,672        | 37,072        | \$ 312,432.00        |
| <b>Pupil Personnel Services</b>  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| Salaries (includes counselor, school nurse, health assistant)                                    |               |               | 4,000         | 4,000         | 4,000         | 4,000         | 4,000         | 4,000         | 4,000         | 4,000         | 4,000         | 4,000         | \$ 40,000.00         |
| Fringe Benefits  |               |               | 880           | 880           | 880           | 880           | 880           | 880           | 880           | 880           | 880           | 880           | \$ 8,800.00          |
| Contracted Professional Services (counseling and psychological)                                  |               |               | 1,098         | 1,098         | 1,098         | 1,098         | 1,098         | 1,098         | 1,098         | 1,098         | 1,098         | 1,098         | \$ 10,982.00         |
| <i>Sub-Total Pupil Personnel Services</i>  |               |               | 5,978         | 5,978         | 5,978         | 5,978         | 5,978         | 5,978         | 5,978         | 5,978         | 5,978         | 5,978         | \$ 59,782.00         |
| <b>Media Services</b>  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| Salaries (includes Librarian)  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Fringe Benefits  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Library Books  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Audio Visual Materials   |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| <i>Sub-Total Media Services</i>  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| <b>Curriculum Development</b>  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| Salaries (includes Curriculum Specialist)  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Fringe Benefits  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)                    |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Development Supplies   |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Student Activities   |               | 570           | 570           |               |               |               |               |               |               |               |               |               | \$ 1,140.00          |
| <i>Sub-Total Curriculum Development</i>  |               | 570           | 570           | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ 1,140.00          |
| <b>Staff Development</b>   |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| Workshops/Trainings  |               | 2,500         |               |               |               |               |               |               | 2,500         |               |               |               | \$ 5,000.00          |
| Travel   |               | -             |               |               |               |               |               |               | -             |               |               |               | \$ -                 |
| Professional Services  |               | -             |               |               |               |               |               |               | -             |               |               |               | \$ -                 |
| <i>Sub-Total Staff Development</i>   |               | 2,500         | -             | -             | -             | -             | -             | -             | 2,500         | -             | -             | -             | \$ 5,000.00          |
| <b>Instruction Related Technology</b>  |               |               |               |               |               |               |               |               |               |               |               |               |                      |
| Salaries (includes Technology Personnel)   |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| Fringe Benefits  |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$ -                 |
| CELLA Online   |               | 171           | 171           |               |               |               |               |               |               |               |               |               | \$ 342.00            |
| Hardware Maintenance and computer cart   |               |               |               | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | \$ 9,600.00          |
| Computer Learning Labs   |               | -             | -             |               |               |               |               |               |               |               |               |               | \$ -                 |
| <i>Sub-Total Instruction Related Technology</i>  |               | 171           | 171           | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | 1,067         | \$ 9,942.00          |

**Bobcock Ranch Charter**

|   |               |               |               |               |               |               |               |               |               |               |               |               | YEAR 1    |                   |
|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------|-------------------|
|   |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| <b>Board</b>  |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Professional Services (Legal)   |               |               |               |               |               | 625           | 625           | 625           | 625           | 625           | 625           | 625           | \$        | 2,500.00          |
| Insurance (General Liability, D&O, Professional Liability)                | 925           |               |               | 925           |               |               | 925           |               |               |               | 925           |               | \$        | 3,700.00          |
| Travel  | 10,000        |               |               |               |               |               |               |               |               |               |               |               | \$        | 10,000.00         |
| <b>Sub-Total Board</b>  | <b>10,925</b> | <b>-</b>      | <b>-</b>      | <b>925</b>    | <b>-</b>      | <b>625</b>    | <b>1,550</b>  | <b>625</b>    | <b>625</b>    | <b>925</b>    | <b>-</b>      | <b>-</b>      | <b>\$</b> | <b>16,200.00</b>  |
| <b>General Administration</b>   |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Management Fees (Portion of the \$450 fee charged by ESP)                 |               |               |               |               |               |               |               |               |               |               |               |               | \$        | -                 |
| Administrative Fee  | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| <b>Sub-Total General Administration</b>                                   | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>\$</b> | <b>-</b>          |
| <b>School Administration</b>  |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Salaries (includes Principal, Secretary & other Office Personnel)         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | 9,423         | \$        | 113,081.08        |
| Fringe Benefits   | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | 2,073         | \$        | 24,877.84         |
| Equipment Rental / Lease  | 300           | 300           | 300           | 300           | 300           | 300           | 300           | 300           | 300           | 300           | 300           | 300           | \$        | 3,600.00          |
| Travel  |               |               |               | 2,400         |               |               |               |               |               |               |               |               | \$        | 2,400.00          |
| Advertising and Promotion   | 127           | 127           |               |               |               |               |               |               | 127           |               |               |               | \$        | 380.00            |
| License Fees  | 200           |               |               |               |               |               |               |               |               |               |               |               | \$        | 200.00            |
| Dues and Subscriptions  | 304           |               |               |               |               |               |               |               |               |               |               |               | \$        | 304.00            |
| Postage   |               |               | 20            | 20            | 20            | 20            | 20            | 20            | 20            | 20            | 20            | 20            | \$        | 200.00            |
| Printing  | 450           | 41            | 41            | 41            | 41            | 41            | 41            | 41            | 41            | 41            | 41            | 41            | \$        | 900.00            |
| Office Supplies   | 475           | 130           | 130           | 130           | 130           | 130           | 130           | 130           | 130           | 130           | 130           | 130           | \$        | 1,900.00          |
| Office Equipment  | 1,500         |               |               |               |               |               |               |               |               |               |               |               | \$        | 1,500.00          |
| Computer Equipment  | 2,000         |               |               |               |               |               |               |               |               |               |               |               | \$        | 2,000.00          |
| <b>Sub-Total School Administration</b>                                    | <b>16,852</b> | <b>12,094</b> | <b>11,987</b> | <b>14,387</b> | <b>11,987</b> | <b>11,987</b> | <b>11,987</b> | <b>11,987</b> | <b>12,114</b> | <b>11,987</b> | <b>11,987</b> | <b>11,987</b> | <b>\$</b> | <b>151,342.92</b> |
| <b>Facilities Acquisition &amp; Construction</b>                          |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Building Lease / Rent (see budget summary for calculation)                |               | 691           | 691           | 691           | 691           | 691           | 691           | 691           | 691           | 691           | 691           | 691           | \$        | 7,600.00          |
| Remodeling & Renovations  | -             |               |               |               |               |               |               |               |               |               |               |               | \$        | -                 |
| Purchase of Buildings & Fixed Equipment                                   | -             |               |               |               |               |               |               |               |               |               |               |               | \$        | -                 |
| Land  | -             |               |               |               |               |               |               |               |               |               |               |               | \$        | -                 |
| <b>Sub-Total Facilities Acquisition &amp; Construction</b>                | <b>-</b>      | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>691</b>    | <b>\$</b> | <b>7,600.00</b>   |
| <b>Fiscal Services</b>  |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Salaries (Business Manager, Accounting & Bookkeeping Personnel)           | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Fringe Benefits   | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Fee to County School Board - up to 250 students                           | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | 2,247         | \$        | 26,968.30         |
| Back office Accounting Support  | 633           | 633           | 633           | 633           | 633           | 633           | 633           | 633           | 633           | 633           | 633           | 633           | \$        | 7,600.00          |
| Professional Services - Annual Audit                                      | 708           | 708           | 708           | 708           | 708           | 708           | 708           | 708           | 708           | 708           | 708           | 708           | \$        | 8,500.00          |
| <b>Sub-Total Fiscal Services</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>3,589</b>  | <b>\$</b> | <b>43,068.30</b>  |
| <b>Food Services</b>  |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Salaries (Food Service Workers)   |               |               | 1,400         | 1,400         | 1,400         | 1,400         | 1,400         | 1,400         | 1,400         | 1,400         | 1,400         | 1,400         | \$        | 14,000.00         |
| Fringe Benefits   |               |               | 308           | 308           | 308           | 308           | 308           | 308           | 308           | 308           | 308           | 308           | \$        | 3,080.00          |
| Food  |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Food, Materials & Supplies - Vendor provided meals 80% Participation      |               |               | 2,692         | 2,692         | 2,692         | 2,692         | 2,692         | 2,692         | 2,692         | 2,692         | 2,692         | 2,692         | \$        | 26,922.24         |
| Equipment Rental / Lease (provided by food vendor)                        |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Inspection fees   |               |               | 15            | 15            | 15            | 15            | 15            | 15            | 15            | 15            | 15            | 15            | \$        | 150.00            |
| <b>Sub-Total Food Services</b>  | <b>-</b>      | <b>-</b>      | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>4,415</b>  | <b>\$</b> | <b>44,152.24</b>  |
| <b>Pupil Transportation Services</b>                                      |               |               |               |               |               |               |               |               |               |               |               |               |           |                   |
| Salaries (Drivers & Transportation workers)                               |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Fringe Benefits   |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Contracted Transportation Services - \$290 per bus per day 0% utilization |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Field Trip Expenses for competitions                                      |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Buses   |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Repairs & Maintenance   |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| Fuel  |               |               | -             | -             | -             | -             | -             | -             | -             | -             | -             | -             | \$        | -                 |
| <b>Sub-Total Pupil Transportation Services</b>                            | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>-</b>      | <b>\$</b> | <b>-</b>          |

**Bobcock Ranch Charter**

|  |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        | YEAR 1                 |
|--|---------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|
| <b>Operation of Plant</b>  |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        |                        |
| Salaries (Custodian, crossing guards, security)                          | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| Fringe benefits  | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| Purchased Service (Custodial, fire and alarm, etc)                       | 833                 | 833                 | 833                   | 833                   | 833                   | 833                   | 833                   | 833                   | 833                   | 833                   | 833                   | 833                    | \$ 10,000.00           |
| Lawn Maintenance   | 67                  | 67                  | 67                    | 67                    | 67                    | 67                    | 67                    | 67                    | 67                    | 67                    | 67                    | 67                     | \$ 800.00              |
| Pest Control   | 13                  | 13                  | 13                    | 13                    | 13                    | 13                    | 13                    | 13                    | 13                    | 13                    | 13                    | 13                     | \$ 160.00              |
| Security Services  | 300                 | 300                 | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                    | \$ 3,600.00            |
| Property Insurance   | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| Telephone Services   | 300                 | 300                 | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                   | 300                    | \$ 3,600.00            |
| Water & Sewer  | 27                  | 27                  | 27                    | 27                    | 27                    | 27                    | 27                    | 27                    | 27                    | 27                    | 27                    | 27                     | \$ 320.00              |
| Electricity  | 850                 | 850                 | 850                   | 850                   | 850                   | 850                   | 850                   | 850                   | 850                   | 850                   | 850                   | 850                    | \$ 10,200.00           |
| Custodial Supplies & Equipment   | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| <b>Sub-Total Operation of Plant</b>                                      | <b>2,390</b>        | <b>2,390</b>        | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>          | <b>2,390</b>           | <b>\$ 28,680.00</b>    |
| <b>Maintenance of Plant</b>  |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        |                        |
| Repairs & Maintenance  |                     | 570                 | 570                   | 570                   | 570                   | 570                   | 570                   | 570                   | 570                   | 570                   | 570                   | 570                    | \$ 6,270.00            |
| Supplies   |                     | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| <b>Sub-Total Maintenance of Plant</b>                                    | <b>-</b>            | <b>570</b>          | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>            | <b>570</b>             | <b>\$ 6,270.00</b>     |
| <b>Administrative Technology Services</b>                                |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        |                        |
| Internal Technology Support  | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| Technology Personnel   | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| Systems Operation  | 250                 | 250                 | 250                   | 250                   | 250                   | 250                   | 250                   | 250                   | 250                   | 250                   | 250                   | 250                    | \$ 3,000.00            |
| Systems Planning & Analysis  | -                   | -                   | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| <b>Sub-Total Administrative Technology Services</b>                      | <b>250</b>          | <b>250</b>          | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>            | <b>250</b>             | <b>\$ 3,000.00</b>     |
| <b>After Care Programs</b>   |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        |                        |
| After Care Salary  |                     |                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| Fringe Benefits  |                     |                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| <b>Sub-Total After Care Programs</b>                                     | <b>-</b>            | <b>-</b>            | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>               | <b>\$ -</b>            |
| <b>Debt Service</b>  |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        |                        |
| Redemption of Principal  |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        | \$ -                   |
| Interest (Interest Only at 6%)   |                     |                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                     | -                      | \$ -                   |
| <b>Sub-Total Debt Service</b>  | <b>-</b>            | <b>-</b>            | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>               | <b>\$ -</b>            |
| <b>Contingency</b>   |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       |                        |                        |
| Operating expense contingency - 3% of FEFP - Considered restricted funds |                     |                     |                       |                       |                       |                       |                       |                       |                       |                       |                       | 17,390                 | \$ 17,389.84           |
| <b>Sub-Total Contingency</b>   | <b>-</b>            | <b>-</b>            | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>-</b>              | <b>17,390</b>          | <b>\$ 17,389.84</b>    |
| <b>Total Expenditures</b>  | <b>\$ 34,006.27</b> | <b>\$ 45,645.01</b> | <b>\$ 66,540.67</b>   | <b>\$ 71,167.74</b>   | <b>\$ 56,609.14</b>   | <b>\$ 57,234.14</b>   | <b>\$ 58,159.14</b>   | <b>\$ 57,234.14</b>   | <b>\$ 59,860.80</b>   | <b>\$ 57,534.14</b>   | <b>\$ 56,609.14</b>   | <b>\$ 85,398.97</b>    | <b>\$ 705,999.29</b>   |
| <b>Excess of Revenues over Expenditures</b>                              | <b>\$ 10,940.90</b> | <b>\$ (697.85)</b>  | <b>\$ (18,323.98)</b> | <b>\$ (22,106.61)</b> | <b>\$ (7,548.01)</b>  | <b>\$ (8,173.01)</b>  | <b>\$ (9,098.01)</b>  | <b>\$ (8,173.01)</b>  | <b>\$ (10,799.67)</b> | <b>\$ (8,473.01)</b>  | <b>\$ (7,548.01)</b>  | <b>\$ (36,337.84)</b>  | <b>\$ (126,338.09)</b> |
| <b>Fund Balance</b>  | <b>\$ 10,940.90</b> | <b>\$ 10,243.05</b> | <b>\$ (8,080.93)</b>  | <b>\$ (30,187.54)</b> | <b>\$ (37,735.55)</b> | <b>\$ (45,908.55)</b> | <b>\$ (55,006.56)</b> | <b>\$ (63,179.57)</b> | <b>\$ (73,979.24)</b> | <b>\$ (82,452.24)</b> | <b>\$ (90,000.25)</b> | <b>\$ (126,338.09)</b> |                        |



# REQUEST FOR PROPOSAL: BACK OFFICE SUPPORT PROVIDER

This Request for Proposal (RFP) is for the purpose of obtaining competitive proposals to provide Back Office Support for School Name.

## RFP INFORMATION AT A GLANCE

|                             |  |
|-----------------------------|--|
| <b>Bid Title:</b>           | Back Office Support  |
| <b>Send Proposals To:</b>   | School Name<br>Street Address<br>City, State, Zip<br><br>Fax: (000) 000.0000<br>Email: someone@email.com |
| <b>Due Date &amp; Time:</b> | Due Date   |
| <b>Contact Information:</b> | Business Manager's Name<br>Business Manager<br>someone@email.com   |

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## I. RFP Submission and Award

1. Proposals will be accepted until 5:00pm on Month/Day/Year. Proposals shall be submitted as follows:
  - a. Electronic copy emailed to: Contact Name Here.
  - b. Hard copy in a sealed envelope marked "Back Office Support"
2. School Name reserves the right to reject any or all proposals
3. Awards shall be made to the most qualified and responsible vendor whose proposal is the most responsive to this solicitation as judged by School Name.
4. It is the responsibility of the prospective vendor to fully inform themselves of the conditions, requirements and specifications before submitting a proposal. Failure to do so will be at the vendor's own risk.
5. Proposals shall include the following information:
  - a. Brief overview of the company/company profile
  - b. Product Details (include the types of Back Office Services your company can provide to our school i.e., General Accounting, Quarterly Services, Annual Budget, Board Meetings, Payroll, Human Resources and any other offerings available.
  - c. Pricing for all products listed in 5d
  - d. Value Added Details (i.e. discounts for multi locations, any early pay rebates etc.)
  - e. History of Charter School Experience within the State of Florida.
  - f. Three (3) Current references
6. If additional information is required, please contact Contact Name, Title-School Name in writing at: email address here. here or by phone at (000) 000.0000

## II. Specific Information Requested Within Proposal

- **Explanation of Experiences:** Preferences will be given to vendors who have experience with charter schools or at least governmental entities.
- **Abilities and Backgrounds of Personnel:** Vendors should list key personnel who will be responsible for conducting the audit, and provide resumes for those individuals.
- **Ability to complete the Scope of Work:** Vendors should comment on their ability to complete the scope of work listed below, being sure to list any items they do not feel they would be able to complete, and any additional items they are able to provide above the scope.
- **Detailed Explanation of Costs:** Explain in detail how costs are calculated and what the organization can expect to pay for the services provided.
- **Software Preferences and Cost Expectations:** Vendors should detail which software package(s) they will be using and who is responsible for paying for such services. Please also indicate whether school staff would have access to reporting or how reports can be requested.
- **References:** Include references for us to contact regarding services received from vendor.

### III. Scope of Work

#### General Accounting:

- Process accounts payable on a biweekly basis based on invoices, purchase orders and other documentation provided by the school with appropriate coding as indicated by the school.
- Maintain and process repetitive payments (i.e. mortgage, utility bills, etc.).
- Work with the accounts and expense structure currently used by the school (in compliance with the Financial and Program Cost Accounting and Reporting for Florida Schools Redbook)
- Prepare, record and copy checks then submit to the school for signature and distribution.
- Research and respond to billing and payment questions.
- Process accounts receivable and deposits based upon information provided by the school. School shall deposit money and provide a breakdown of accounts each deposit should be coded into.
- Reconcile bank accounts and provide a bank reconciliation report to the school monthly.
- Provide monthly detailed financial reports including profit and loss statements, comparison to annual budget, classed fund balances, and a balance sheet at least five days prior to regular scheduled Board of Directors meetings.
- Be available to answer questions of the Board of Directors (by telephone is acceptable)
- Provide monthly financial reports to the school's Sponsor utilizing the format required by the state and/or district.
- Prepare and record all required journal entries.
- Share expenses between the two school/organizational entities on a monthly basis.
- Perform monthly closing procedures after all monthly adjustments have been made.

#### Quarterly:

- Prepare and submit quarterly financial reports to the Trustee of our Bond in accordance with our mortgage.

#### Annually:

- Perform year-end close and prepare for annual audit
- Meet with the school's chosen independent auditor to plan for the annual audit, complete all requested schedules, provide copies of requested test documentation and respond to audit field staff requests.
- Assist with the preparation of the annual budget by providing historical expense information and calculating possible budget scenarios for the administration and budget committee.
- Prepare annual 1099 for vendors who have received more than \$600 in payments.

### IV. General Terms & Conditions

**Scope:** The school requests proposals from agencies with experience providing outsourced accounting services to charter schools starting as soon as is feasible.

**Delivery of Proposals:** We prefer all proposals be delivered through email, but may also be delivered by USPS, Fax or delivered directly to the contact information above.

**Background Checks:** Vendors must agree to comply with the Jessica Lunsford Act, which requests requiring that any entity holding a contract with a public school and meets the any of the following three criteria must go through Level 2 screen, the cost of which we expect the vendor to cover. The types of individuals who must have the background checks are individuals who are:

- are permitted access on school grounds when students are present or





- have direct contact with students or
- have access to or control of school funds

**Method of Evaluation:** The evaluation of proposals will be done by a committee. Each evaluator on the committee will independently score each proposal using the predetermined point system listed within this document. They will compile a total score for each proposal. Each evaluator will then individually rank each proposal based upon the total score they gave it. The proposal receiving the highest point score will be ranked 1, the second highest score will be ranked 2, and so on. After each evaluator completes this process, the facilitator of the evaluation process will ask each evaluator for the rank they gave each proposal. These numbers will be totaled for all evaluators to determine an overall ranking for each proposal. The highest ranked proposal (the one with the lowest rank number) will be recommended for award of the contract.

The evaluation committee reserves the right to negotiate further terms and conditions, including price, with the highest ranked respondent. If the evaluation committee cannot reach a mutually beneficial agreement with the first selected respondent, the committee reserves the right to enter into negotiations with the next highest ranked respondent and continue this process until agreement is reached.

**Professional Liability:** The successful bidder shall procure and maintain Professional Liability Insurance for the life of this contract/agreement, plus two years after completion. This insurance shall provide coverage against such liability resulting from this contract. The minimum limits of coverage shall be \$1,000,000.00 with a deductible not to exceed \$25,000. The deductible shall be the responsibility of the insured. Professional liability policies shall hold harmless the school and each officer, agent and employee of the school against all claims, against any of them, for personal injury or wrongful death or property damage arising out of the negligent performance of professional services or caused by an error, omission or negligent act of the awarded bidder or anyone employed by the awarded bidder.

**Non-Exclusive Agreement:** This RFP does NOT establish an exclusive arrangement between the school and vendor. The school reserves, but is not limited to, the following rights:

- The right to use others to perform work and services described in this RFP;
- The right to request proposals from other Vendors for work described in the RFP;
- The unrestricted right to bid any work or services described herein.

**Confidentiality of Information:** The school reserves the right to retain all copies of vendor proposals submitted in response to this Request for Proposals. You are hereby notified that under FS 119.07, ("Florida's Sunshine Law") proposals submitted in response to this solicitation cannot be granted immunity from public scrutiny. All information submitted must be made available to the public for examination, if so requested. Vendor requests to hold certain submitted materials in confidence cannot be honored. If it is essential to your organization that certain materials be kept confidential, and they are a required element of this Request for Proposal, it is recommended that you decline to respond to this solicitation.

**Qualifications of Vendors & Eligibility Requirements:** The school expressly reserves the right to reject any proposal if it determines that the business and technical organization, equipment, financial and other resources, or experience of vendor, compared to work proposed, justifies such rejection.

**Proposal Preparation Costs:** The costs of developing proposals are entirely the responsibility of the vendor, and shall not be charged in any manner to the school. This includes, but is not limited to, the direct cost of vendor personnel assigned to prepare vendor's response to the RFP and any out-of-pocket expense (including, but not limited to, travel, accommodation, supplies) incurred by vendor in preparing the response to the RFP.



**Fiscal Information:** Currently the school does not have accounts setup. We anticipate that the selected Back Office provider will do so.

**Solicitation of School Employees:** The school expressly prohibits vendors from making any offer of employment, equivalent offer or any other offering of value to any employee or representative of the school.

**Lobbying:** Respondents are hereby advised that lobbying is not permitted with any school personnel or Board members related to or involved with this RFP. All oral or written inquiries must be directed through Donna Hauser to the Budget Committee which will be evaluating the proposals received. Lobbying is defined as any action taken by an individual, firm, association, joint venture, partnership, syndicate, corporation, and all other groups who seek to influence the governmental decision of a Board member or school personnel on the award of this contract. Any respondent or any individuals that lobby on behalf of respondent may result in rejection or disqualification of said proposal.

**Ownership of Work Products** The school shall have ownership rights, including copyrights and patents, to all work products developed for the school by the vendor.

**Key Events & Dates:**

- \_\_\_\_\_ Request for Proposals posted on school’s web site and bid notices mailed to prospective bidders
- \_\_\_\_\_ Proposals due by 2:00pm. Committee will evaluate and contact top bidders it wishes to negotiate with early in May
- \_\_\_\_\_ Recommendation will be made to Board of Directors

**Inquiries / Information:** Any questions by prospective bidders concerning requirements of this bid should be addressed to \_\_\_\_\_, contact information above.

**Florida State Contracts:** If a company currently holds a contract with the State of Florida, Department of Management Services, Division of Purchasing or the Florida Department of Education, to supply the products or services requested in this bid, the bidder shall quote not more than State contract price(s). Failure to comply with this request may result in disqualification. The Board reserves the right to reject bids and purchase from State contracts if to do so represents its best interest.

**Basis of Award or Rejection of Bids:** The Budget Committee will recommend the lowest responsive and responsible bidder to the Board. Slight variations or irregularities may be accepted by the Board if either is found to be in its best interest. The Budget Committee shall be responsible for determining the acceptability of a bid. The Board reserves the right to reject any or all bids, either in part or in whole.

**Contract Termination:** The school’s Board of Directors reserves the right to terminate a vendor’s contract for just cause, without penalty. The President (or designee) will notify the vendor of the intent to terminate, in writing, at least (30) days prior to the effective date of the termination, and the contract will officially terminate at the end of the (30) day grace period. The vendor may request reconsideration of this decision in writing at any time during the 30 day grace period. The request must be addressed to the Organization’s Superintendent who will initiate an internal review of the matter. If the vendor’s input is required as part of the reconsideration process, the vendor will be notified when and where to appear. Requests for reconsideration received after the (30) day grace period will be denied.



## V. Evaluation Criteria:

The following factors will be considered in ranking the proposals received:

| Explanation of Criteria   | Possible Points  |
|---|--|
| Understanding of task and proposed plan                                       | + 0 to 10  |
| Experience & qualifications of firm<br><i>Experience with Charter Schools</i> | + 0 to 5   |
| <i>Experience with governmental entities</i>                                  | + 0 to 5   |
| Experiences & qualifications of personnel<br><i>Primary Contact</i>           | +0 to 15   |
| <i>Accounting Team on Staff</i>   | +0 to 10   |
| <i>Missing Resumes</i>  | -5 each (-20 max)  |
| Demonstrated understanding of “Redbook” accounting procedures                 | +0 to 5  |
| Ability to meet the “Scope of Work”   | +0 to 17<br><i>(one point for each item identified within the Scope of Work)</i>   |
| Services above and beyond Scope of Work                                       | +0 to 8  |
| References  | +0 to 5 <i>for each positive reference (max 20 points)</i>   |
| Costs   | + 20 <i>for lowest rate</i><br>+15 <i>for second lowest rate</i><br>+10 <i>for third lowest rate</i><br>+0 <i>all others</i> |

Maximum of 115 Points possible