SANTA BARBARA CHARTER SCHOOL

CHARTER RENEWAL PROPOSAL

Submitted to

Santa Barbara Unified School District

October 2013

Table of Contents

TABLE OF CONTENTS OF LEGAL REQUIREMENTS AND GOVERNING LAWS

This charter has been created in the format encouraged by the California State Board of Education in its adopted "Model Application for Charter Schools" and goes beyond the legal requirements of Education Code Section 7605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this "Table of Contents of Legal Requirements and Governing Laws" is presented to assist the Reviewer in establishing that all requirements of law have been met.*

*Language taken from the Peabody School Charter

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning.

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

c) Encourage the use of different and innovative teaching methods.

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

The Charter Schools Act (Education Code Sections 47600 et seq.) requires each charter school to have a "charter" that outlines at least the sixteen mandatory items of the Act.

AFFIRMATIONS/ASSURANCES

- The Santa Barbara Charter School ("SBCS" or "School") shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 6-605 and 60851, and any other statewide standards authorized in statute that are applicable to students in charter public schools.

- SBCS shall be non-sectarian in its programs, admissions policies, employment practice, and other operations

- SBCS shall not charge tuition.

- SBCS shall admit all pupils who wish to attend the school subject only to capacity. If the number of pupils who wish to attend the School exceeds the School's capacity, attendance except for existing pupils of the School shall be determined by a public random lottery. Preference shall be given to pupils who reside within the District, children of employees, and siblings of present or graduated SBCS students, as articulated in the Admissions Policy (Section VII of this document.)

- SBCS shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, language, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with an individual who has any of the aforementioned characteristics.

- SBCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

- SBCS shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act.

- SBCS shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. Only as allowed by Education Code Section 47605(l), flexibility will be given to non-core, non-college preparatory teachers.

- New teachers will participate in BTSA/Induction Program as appropriate to their credential and employment.

- SBCS shall at all times maintain all necessary and appropriate insurance coverage.

- SBCS shall comply with the California Open Meetings Act (Brown Act), where applicable.

- SBCS shall meet or exceed the legally required minimum of school days (currently set by Title 5 of the California Code of Regulations Section 11960 at 175 days).

- SBCS shall offer, for each fiscal year, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5 (a)(1)(A)(D).

- SBCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

- SBCS shall comply with all laws establishing the minimum and maximum age for public school enrollment.

- SBCS shall comply with all applicable portions of the ESEA Authorization Act.

- SBCS shall comply with the Public Records Act (or if the State Board of Education adopts conflict of interest regulations applicable to charter schools, the School shall comply with these regulations).

- SBCS shall comply with the Family Educational Rights and Privacy Act.

- SBCS shall comply with any and all State Board of Education regulations applicable to charter schools.

- SBCS shall comply with any jurisdictional limitations to locations of its facilities.

- SBCS and the District shall continually strive for a healthy, collaborative, synergistic relationship with one another.

- SBCS shall comply with all applicable state and federal laws, its charter, and the provisions of the Memorandum of Understanding (MOU).

I. INTRODUCTION

Santa Barbara Charter School nurtures lifelong learners by cultivating the interests and building the skills of both students and their families in the Arts, Academics, and Relationships. Working together, the staff, parents, and students at SBCS create a responsive and innovative educational program.

Santa Barbara Charter School was first granted a charter by the Santa Barbara Elementary School District in 1993. At the request of SBSD based on accounting issues, the Santa Barbara High School District approved a second charter entitled Santa Barbara Middle Charter School. As per the charter agreements, the two charter schools operated as one school. Since SBSD is now a unified district, we are consolidating the two charters into a single charter proposal.

Santa Barbara Charter School is autonomous and responsible for long term planning; curriculum development; hiring, training, and supervision of staff; student assessment; administration; budget and fiscal operations; custodial care of the facility; and delivery of instruction to our diverse student population, as outlined in this charter and other agreements between the parties such as the Memorandum of Understanding and Facilities Use Agreement.

During its twenty years of operation, Santa Barbara Charter School has realized its mission and successfully cultivated excellence in academics and the arts, while nourishing the development of a healthy learning community in which students and adults use effective communication, conflict resolution, and problem solving skills. As a learning community, Santa Barbara Charter School has been recognized for success in many different areas.

- Attendance: Average daily attendance is 95.5%.
- Enrollment: SBCS has an enrollment cap of 285 students and the school enrollment is consistently full.
- Bright Futures Fund: SBCS reached out to the community and shared its educational vision during monthly Vision Tours. A culminating activity called The Bright Future Lunch raised $181,000 in donations over the next five years to help realize the School's mission.
- Teacher Competence: Teachers at SBCS are committed to refining their practice to best serve and educate the whole child. Teachers create a dynamic learning environment, and prepare children for life in a democracy. As a group, they are deeply committed to public education.
- Parent Alliance: The Parent Alliance was established in spring of 2007. The purpose of the Parent Alliance is to fundraise and provide services that promote positive school-community relationships that enhance the children's educational environment.
- Parent Involvement: Parents are involved in every area of the school's operation, including governance, site development and maintenance, classroom participation, and fundraising. A few serve as teaching specialists for the arts, yoga, and other disciplines. We've recently adopted software called ParentSquare to enhance parent engagement and participation.
- Partnership: Santa Barbara Charter School has a close relationship with Antioch University, and regularly serves as a training site for their student teachers. Student teachers have also been

placed at Santa Barbara Charter School by CSUN, National University, and Azusa Pacific University. SBCS also serves as a placement for UCSB students doing pre-professional work.

- Incorporation and Non-Profit Status: SBCS is incorporated as a nonprofit public benefit 501(c)(3) tax-exempt corporation.

Realization of the School's mission and vision is demonstrated through program highlights:

- Family Art Night gathered students and their families for an evening of visual arts activities and an exhibit of children's art presented by our art specialist.
- The Family Contra Dance and Family Dance build school community and provide an opportunity to enjoy intergenerational music and dancing.
- The annual fiber arts exhibit usually takes place at the Goleta Public Library and includes exhibits of weaving, knitting, felting, and puppetry.
- The annual Science Fair continues to focus on science as a process, and engages most of the school community in scientific dialogue.
- The annual Art Show usually includes both two-dimensional and three-dimensional displays. During the 2012 school year, middle school students created spectacular soapstone carvings.
- Every student participates in an annual class play. In grades five through eight, some students opt for non-acting roles and take responsibility for stagecraft.
- Environmental Awareness Programs nurture our students' relationship with the environment. Students work in the garden and orchard. Students in the early grades benefit from an environmental outreach program through ASUCSB. Classroom-based students participated in an Ocean Guardians Grant and sponsored Water Day. HomeBased students collaborated with Channel Island Restoration and Growing Solutions to restore Goleta Slough.
- HomeBased Partnership offered an engineering class taught by a UCSB professor, and some students also participated in a Marine Biology internship with a doctoral student.
- Participation in a Disabilities Awareness Program is an expression of the importance SBCS places on serving all learners and building a self-awareness and compassion for all learners.
- Participation in National Food Day allowed us to highlight good nutrition and environmentally conscious eating.
- The HomeBased Annual Project Fair is an exciting display of independent study projects.
- Communication and conflict resolution skills were cultivated in the classroom through the Council Process, with Peacemakers training for fifth graders, and through Alternatives to Violence training for middle school students.
- Project Heart's Desire (PHD) is the culminating project and community event for eighth graders.

Santa Barbara Charter School and staff have received numerous honors, awards, and grants over the past fifteen years. These have included:

- A joint effort between SBCS and Common Vision allowed SBCS to plant an orchard in 2011.
- Santa Barbara County Fair Service Learning Project, 1st place, 2010, 2011, 2012.
- SBCS Homebased Partnership was the winner of the Waste Minimization category for the California K-12 Schools Recycling Challenge, 2010-2011.
- Homebased Partnership made a presentation to Goleta City Council about the health of Maria Ygnacio Creek based on student-collected water quality data, 2010-2012.

- Homebased Partnership received a grant from the UCSB Coastal Fund for studies and work on Goleta Slough, 2011-2012.
- American Heart Association Art Contest, 1st place, 2010.
- Head Teacher honored as Crystal Apple Educator, 2008.
- Colville Grant to create a mural.
- Certificate of Recognition for Arts-Themed Education, University of Southern California Center on Education and Governance, for the MMACCS Compendium of Promising Practices.
- Federal Charter Schools Implementation Grant, 1995.
- Federal Charter Schools Dissemination Grant, 2000.
- SBCS teachers consistently receive more Impact II grants than any other school in the county, and the grants have included Community as Classroom, Adaptor, Project, and Care and Share grants.
- Filmed as an example of constructivist education for a video accompanying *Building Teachers: A Constructivist Approach to Introducing Education*, Thomson and Wadsworth, 2007.
- No Place for Hate: The Anti-Defamation League has honored SBCS each year as a No Place for Hate School.
- SBCS has received first place for service learning at the last three Santa Barbara County Fairs. Students also have consistently received awards for fiber arts entries.
- Teacher honored as Santa Barbara Metlife Fellow, Teachers Network Leadership Institute.
- Teacher honored as Teacher of the Year, Rotary Club.
- Arts Walk, Santa Barbara, First Place, 2005.
- Karuna Grant for promoting universal human values, 2005.
- Teen Filmmakers Honorable Mention, 2004.
- SBCS has received multiple grants from Teachers Fund to pay for theater arts and fiber arts equipment and materials.

II. EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. –California Education Code Section 47605 (b)(5)(A).

A. MISSION

SBCS nurtures lifelong learners by cultivating the interest and building the skills of both students and their families in the Arts, Academics, and Relationships.

B. TARGET GROUP

Santa Barbara Charter School serves about 285 students in kindergarten through eighth grades. We serve a cross-section of students from this and adjacent districts, including those who are gifted or who have special needs. We serve families who are interested in providing their children with a well-rounded education in a respectful environment that includes attention to the arts and the cultivation of relationships. SBCS families often are particularly drawn to the close relationships, and responsiveness to individual learning and social needs, that can be facilitated in a smaller learning community.

C. EDUCATION FOR THE 21ST CENTURY

The 21st century continues to be characterized by an expanding, changing, and increasingly interdependent global community. Effective citizens will be able to communicate clearly and work cooperatively with others who may be very different from them. Through the integration of a strong arts and science curriculum, students will become critical thinkers and problem solvers, who analyze, synthesize, and evaluate information, and express themselves creatively. Through the fostering of interpersonal skills and community involvement, students will become globally aware and caring human beings.

As an educated person in the 21st century, students will need to have a college education or other occupational training after high school. SBCS facilitates students' understanding of themselves as self-motivated learners, thus preparing them to select and pursue a productive and rewarding path. SBCS has identified and integrated the following skills and characteristics as essential preparation for students:

- Mastery of grade level academic skills and knowledge;
- Creativity, imagination, and a love of learning;
- Curiosity, initiative, self-motivation, resourcefulness, and perseverance;

- ❖ The ability to do research, including targeting, accessing and evaluating information;
- ❖ The ability to develop, articulate, and defend evidence-based opinions and arguments;
- ❖ Communication and conflict resolution skills;
- ❖ Positive self-esteem and self-awareness, with the ability to express feelings and thoughts in healthy ways;
- ❖ A feeling of empowerment with responsibility, and an understanding that they make a difference;
- ❖ Courage and willingness to take risks;
- ❖ Empathy and compassion;
- ❖ Respect and appreciation for differences among individuals and cultures;
- ❖ Global and local awareness;
- ❖ A commitment to esthetics and sense of beauty;
- ❖ A commitment to the environment;
- ❖ The ability to use technology as a tool.

D. SBCS EDUCATIONAL PHILOSOPHY

We come together as a community of people who share educational interests. At SBCS we acknowledge that learning takes place everywhere and all the time. We nurture the physical, intellectual, social, and emotional development of the child and help students achieve academic goals through multi-sensory experiences. We value student-led learning and are committed to building a child's sense of self by allowing each student to experience academic and social success.

SBCS is a materials-based program. Our deepest and most important underlying assumption is that the most powerful learning takes place when students create their own meaning and understanding through their interactions with materials and other people – their own experiences. We believe all children are curious, and interested in figuring things out. Our goal is to provide an educational program with breadth and depth for students with different learning styles and types of intelligence. It is the teacher's job to notice how each child interacts with the people and things around him/her, and ask questions or provide materials and instruction that lead to the next structured step in growth toward specific educational goals. Our curriculum is developmentally based and integrated in order to facilitate the cognitive, physical, social, and emotional development of each child. The school is child-centered in its approach to education, yet believes this value can successfully be balanced with the mandate for state adopted, standards-based curriculum and assessment.

E. GOALS

- Students will develop civic knowledge, social responsibility, critical thinking (including analysis and evaluation) skills, values, morals, ethics, and citizenship skills;
- Students will understand themselves as learners through portfolio assessment, and use that understanding to maximize their potential as students and human beings;
- Students will think creatively to solve problems and resolve conflicts;
- Students will develop informed opinions and make informed decisions, and accept responsibility for their choices;
- Students will build, apply, and demonstrate linguistic, logical-mathematical, spatial, musical, kinesthetic, interpersonal, and intra-personal strengths across the curriculum;
- Students will communicate well both orally and in writing, using logically structured, evidence-based arguments when appropriate;
- Students will demonstrate the mathematical and math-based problem-solving skills needed to succeed at subsequent education levels and as functional members of society;
- Students will utilize technology to access and evaluate information, learn, create, communicate, and convey information;
- Students will study performing and visual arts to develop creative skills and appreciation of art for its own sake, as well as to develop new ways to learn and demonstrate understanding of content in other academic disciplines;
- Students will locate, evaluate, and correctly cite relevant sources when exploring the geography, history, and cultures of Santa Barbara, California, the United States, and the world;
- Students will be exposed to and develop an appreciation for other cultures and languages by studying a rich selection of literature, primary and secondary texts, music, drama, and visual arts;
- Students will adopt work and service learning projects identified by the individual, teacher, or group;
- Students will demonstrate performance and growth as measured by formative and summative assessments, and as described in individual narrative reports;
- Student will demonstrate sufficient progress on standardized tests to meet the California Academic Performance Index (API) growth targets, and SBCS will strive to demonstrate Adequate Yearly Progress (AYP) as calculated by the state and/or federal governments;
- Students will be engaged as members of a learning community, and will be self-motivated and committed to ongoing and lifelong learning.

F. PROGRAM ELEMENTS

Santa Barbara Charter School offers both classroom-based and home-based programs. The classroom-based program operates on the site of Goleta Valley Junior High School and the HomeBased Partnership (HBP) operates out of the site at Community Covenant Church. The academic curricula of both programs are aligned with "Core Curriculum State Standards" (CCSS) and other applicable standards. The HBP program operates according to California Independent Study Program (ISP) regulations.

a. Visual and Performing Arts. Visual and performing arts are an integral part of the program. Students come to appreciate art as they create, perform, acquire skills, and

study art and music history. They also use the arts to develop and demonstrate their understanding across academic disciplines.

b. **Relationships**. Beginning in kindergarten, students are taught communication, conflict resolution, and problem solving skills. Close and compassionate relationships emerge between both children and adults, and everyone recognizes that they are part of a learning community. Students know that their voices will be heard, and parents know that their children will be respected.

c. **Project and Service Learning**. Consistent with our belief that children learn everywhere and all the time, and that learning should be as hands-on and authentic as possible, SBCS also has a dynamic field trip and service-learning program that enriches classroom and home-based instruction. Students uncover fundamental content through participation in daylong and overnight field trips. Through these learning adventures, students discover and integrate rich science, social studies, and art content. Field trips provide students with the opportunity to develop independence and self-reliance, as well as the ability to cooperate and interact. Similarly, students learn about complex issues through service learning and are empowered to act.

G. IMPLEMENTING THE CORE CURRICULUM STATE STANDARDS (CCSS)

It has been easy for SBCS to embrace the Core Curriculum because they are much more closely aligned with our educational philosophy. Historically, SBCS has emphasized critical and creative thinking to facilitate cognitive and intellectual development. Even in the earliest grades, students use evidence-based reasoning to present their thoughts and ideas across the curriculum. The CCSS insists that curriculum be relevant. The focus on problem solving and performance-based assessment at SBCS closely matches the expectations found in the CCSS.

Beginning in 2012, SBCS began assessing current curriculum for CCSS alignment. The faculty has studied the CCSS closely and explored how the standards develop across the grades between kindergarten and eighty grades. When we needed to replace our sixth grad math program last year, we chose *College Preparatory Math (CPM*) because it was the only math text that was aligned with CCSS. Similarly, our second grade teachers piloted a project and compiled a notebook organized all of the math materials by CCSS standards regardless of their source. Teachers in other grades will engage in a similar process during the coming year.

As we continue the transition process, we will be purchasing technology and some instructional materials. In preparation for the Smarter Balance, We have recently purchased our first class set of IPads. We will continue investing in technology during the next two years.

H. CLASSROOM BASED INSTRUCTION

a. Language Arts: The SBCS Language Arts program focuses on developing a wide range of communication skills. Students are encouraged to become speakers and listeners, as well as readers and writers. They learn to communicate content, articulate opinions, and express themselves creatively. As Della Van Amburgh wrote in 1903, "The mind of the child just entering school is bent upon investigation, exploration, and discovery. It is the privilege of the primary teacher to guide this investigation, furnish a proper and fruitful environment for exploration, and teach the child the best written and spoken language in which he may tell of his discoveries." (First Days in Number: A Primer of Arithmetic, Silver Burdett and Company, 1903.) In the early grades students acquire foundational skills, learning to decode, encode, and read for meaning. Writing is used across the curriculum and grade levels to help children explore interpersonal, intrapersonal, and academic issues. Students also use writing to reflect upon their own work and come to understand themselves as learners. Students read literature and informational texts. Their writing skills integrate their experiences as readers. Ultimately, an evidence-based approach is emphasized when evaluating literature, participating in discussions, making presentations, writing essays, and doing research-driven expository writing. (Please see Language Arts Scope and Sequence in the attachments.) Language arts standards may also be addressed as part of interdisciplinary units or through service learning projects.

b. Mathematics: Students are introduced to mathematics as a part of everyday life. The study of mathematics helps students develop critical thinking skills, as well as make logical arguments and valid inferences. Mathematics instruction is experiential, interactive, investigative, and concrete, with an emphasis on exploration and discovery, using hands-on learning materials, and using models to develop mathematical automaticity. Students are encouraged throughout their school experience to develop the spirit of inquiry and curiosity through the study of each mathematical domain. Over time, students focus on eleven mathematical domains including Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, Geometry, Number and Operations, Fractions, Ratios and Proportional Relationships, The Number System, Expressions and Equations, Statistics and Probability, and Functions. Different domains are introduced or emphasized during different grades.

Context for Learning Math is the centerpiece of the math curriculum. Additionally, *FactWise* is used throughout the school to encourage math fact automaticity for addition, subtraction, multiplication, and division. Opportunities to use mathematical skills and strategies in contexts are provided through thematic units. (Please see Mathematics Scope and Sequence in the attachments.) Upper grade students explore

mathematical ideas as part of The Mathematicians' Expedition. This project-based event engages students in a format that is similar to a Science Fair.

c. **Science**: The Science curriculum revolves around a broad, central theme: Involvement, Inquiry, Interdependence, and Reasoning as part of a Scientific Community. Students discover the exciting world of natural phenomena through the study of science. The science program is both "minds-on" and "hands-on". Students study Physical, Life, and Earth Sciences. The curriculum builds on key thematic lines across the grades (K-8), including Energy, Evolution, Form and Function, Patterns of Change, Scale and Structure, Stability, and Systems and Interactions. *Full Option Science Systems (FOSS*) is aligned with the Next Generation Science Standards. We already use most of the FOSS units. We plan to update the units that we own already, and we will fill in a few topics with third edition FOSS sets. Class field trips are often planned to reinforce science concepts. Beginning in second grade, students participate in our annual Science Fair. Younger students create projects in class.

d. **Social Studies**: Social Studies are the study of the interactions among human beings and between human beings and their environment. Interactions between self and others are the most important topics of study, and the classroom presents infinite opportunity for exploring many issues. During the primary grades, students focus on self, family, and community. As students move through the grades, the social studies curriculum moves outward and becomes more global. A multicultural perspective is explored at every level. In this sense, students learn not only about the world in which they move, but also about the world within which they live. While each required content area is addressed during K-8, it is not necessarily addressed in the same order as in other local schools. Literature, writing, art, and music are integrated into social studies instruction. Simulations, such as Gold Rush Days bring history and social studies to life. Independent study, and culminating projects (e.g. The Chumash Museum, Colonial Days) provide rigor and assessment opportunities. Field trips often reinforce learning in social studies.

e. **Arts**: Visual and Performing Arts are used to deepen and enrich instruction across the disciplines. Art is also taught as a substantive discipline in its own right. Through the art program, students develop critical thinking, problem solving, and communication skills, as well as exercise their creativity. Learning through the arts is seen as fundamental to success in every other discipline. Classroom teachers or specialists may integrate visual arts, fiber arts, crafts, music, creative movement, dance, and drama into the daily program. A selection of arts-based electives also may be offered each semester in the middle school grades.

I. HOME BASED INDEPENDENT STUDY PROGRAM (HBP)

The SBCS vision and philosophy encompasses the idea that learning happens all the time and in many places. The HBP program is part of this vision, and brings homeschoolers into school on a part-time basis. This program supports families with their homeschooling, and adds to the diversity of learning opportunities available to students. Students attend school on at least one Open Day. Part of the day is spent having free time with the other children, and making use of the materials in the class. Field games and physical play are a significant element of Open Days in the Home Based Program. Another part of the day offers the option of working with specialists who give classes in various arts, sciences, and foreign languages, or working in project groups. Students also may sign up for additional elective classes that are scheduled on another day. The HBP maintains a library containing learning materials of all kinds to use in the classroom and to borrow for home use.

Santa Barbara Charter School may offer three types of Independent Study programs: (1) HomeBased, (2) Classroom Based, and (3) Teacher Directed. The Independent Study Policy for all cases is as follows:

a. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

b. For K-8 students in the HomeBased Partnership program, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be eight days. No more than 4 weeks may elapse between the date an assignment is made and the date it must be submitted. Work Records may be required to be submitted before four weeks have elapsed to align with required monthly attendance reporting periods.

c. For students in the Classroom-based Independent Study program, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work will be specified within the assignment's included due date.

d. For Teacher-Directed Independent Study, Students may contract to receive their grade level curriculum from a certificated teacher. The curriculum will be Standards-based. Students will meet with the teacher, receive assignments, turn in work records, and be evaluated once a week.

e. After four missed assignments, an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

f. A written agreement or "Master Agreement" for each independent study pupil shall be maintained on file and updated at the beginning of every semester for each

participating student. Each agreement shall be signed by the HBP parent(s), teachers and student prior to the start of reporting Allowable Daily Attendance (ADA) pursuant to that agreement. The Master Agreement will require and specify a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

g. Each independent study written agreement shall contain all of the following provisions:

- ❖ The manner, time frequency, and place for submitting a pupil's assignment and for reporting his or her progress (families must submit Work Records and work samples at least one time per week).
- ❖ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work (e.g. work records, observations, work samples, conferences, and portfolios).
- ❖ The specific resources, including instructional materials, educational resources and personnel, which will be made available to the pupil through the HBP Lending Library.
- ❖ A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- ❖ The duration of the independent study agreement, recognizing that no independent study agreement shall be valid for any period longer than one semester, or one-half year for when considering pupil's on a year-round calendar.
- ❖ A statement for grades K-8 measures of academic accomplishment, appropriate to the Independent Study agreement, to be attempted during the duration of the Agreement.
- ❖ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.
- ❖ Parent agreement that they will comply with any terms of an IEP or 504 plan.
- ❖ A statement that instruction may be provided for a Section 48915 (expulsion) or 48917 (suspended expulsion) student through Independent Study only if the student has the continuous choice of classroom instruction.

h. Written agreements may include subsidiary agreements, such as course contracts and assignment work records.

i. If families do not conform to the ISP policy and terms of the Master Agreement and Work Record/Participation Agreement, they may not be allowed to continue in the HBP program.

j. A copy of these policies shall be maintained on file and amended and approved as necessary by the Circle of Trustees.

J. MEETING THE NEEDS OF DIVERSE LEARNERS

Santa Barbara Charter School embraces the opportunity to provide education for all students regardless of physical challenges and/or special needs. For the most part, SBCS will meet divergent needs, including disabilities and giftedness, within the classroom. Santa Barbara Charter School addresses academic needs one child at a time. Additional support services are provided as needed. The SBCS practice of developing an instructional plan based on the study of student work provides both enrichment and remediation for all student populations.

a. Identification. Teachers continuously monitor students who are not achieving at or above expected levels. When concern exists, students are referred for appropriate screening and Response to Intervention (RTI) as early as kindergarten. Academic support is provided as soon as it appears that it could be helpful. When students fail to make expected progress in spite of early intervention, a Student Study Team (SST) meeting is held and implemented. The ultimate focus of all intervention is to help students maintain their love of learning, develop their personal strengths, and master academic skills, so that they are achieving at or above the expected academic levels.

b. Plan for English Learners. English language development is a critical component of the language arts program for English learners and includes direct, explicit, and systematic instruction in reading and writing. English learners receive intensive instruction in vocabulary development, academic language, and the rules of developing grammar. They are also supported by a variety of research-based instructional strategies. Most services are provided within the classroom, but students may also participate in a pull out program for more intense ELD support. Science is a vehicle for building both academic and conversational language in the classroom. Our science adoption, FOSS, has a language development component with each unity. Teachers use SDAIE strategies when there are English language learners in the classroom. English language learners also receive individual or small group instruction targeted at their needs on a pull out basis. This instruction may include conversation, grammar, reading, and writing instruction.

The School shall comply with all applicable federal laws in regard to services and the education of ELL students. Policies and procedures for the provision of services to ELL students are implemented in accordance with guidance published by the Office of Civil Rights of the USA Department of Education. At a minimum these policies and procedures ensure the following:

- ✓ Identify students who need assistance, including the use of a home language survey and mandatory CELDT testing as required by law;
- ✓ Provide a program that, in the view of experts in the field, has a reasonable chance for success;

- ✓ Follow Reclassification Procedures.

- ❖ **Home Language Survey.** The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School.

- ❖ **CELDT Testing.** All students whose enrollment applications indicate that their home language is other than English will be tested with CELDT (California English Language Development Test) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. SBCS will notify all parents of the results within thirty days of receiving results from the publisher.

- ❖ **Progress Monitoring.** The Alisal District English Proficiency Test (ADEPT) will be used to identify the strengths and weaknesses of English language learners at the beginning of the year and to assess skill acquisition and identify areas that require instruction at regular intervals during the school year.

- ❖ **Reclassification Procedures (RFEP).** Reclassification (formerly, "redesignation") is the process of changing a student's fluency status from EL (English learner) to R-FEP ("reclassified as fluent"). (See "Decision Guide: Reclassifying a Student..." Once all information is documented, the student's Aeries fluency is changed to "R." Students who do not meet all criteria remain as "L" (English learner). Students' prior scores and fluency classification from other districts must be honored. "English language learners shall be reclassified as fluent English proficient (R-FEP) when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English." (Education Code 52164.6)

  Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

  - ✓ Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT,

  - ✓ Participation of classroom teacher and other involved staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,

  - ✓ Consultation with parents and guardians that includes notice of the reclassification and placement, a description of the reclassification procedure, and including their opinion when making a decision regarding reclassification.

- **Annual review.** A student's academic progress will be monitored annually after reclassification to see if the student is succeeding in the regular program. Students whose academic achievement falls will be provided with additional assistance through any available and appropriate intervention. Students may not be returned to the classification of "English Learner" once they have met RFEP criteria.

c. **Plan for Low Achieving Students.** Curricular differentiation is an inherent element of the SBCS education plan. Our focus is on discovering what students do well as well as identifying areas of remediation. It is common for a student to be a high achiever in one area and less competent in another. Multi-grade classrooms are especially conducive to meeting the needs of learners with diverse needs. A student might receive more advanced math instruction, while receiving extra help in reading or language arts.

- **Identification.** When students are not progressing as would be expected, the teacher assesses the reasons for the problem. At SBCS, at-risk students are identified in several ways. A student who scores low on any section of standardized tests or locally developed assessment may be considered at risk. Teachers may identify a student based on classroom performance, behavior, and/or parent report. Students may be provided informal support or formal Response to Intervention (RTI).

- **Support.** Extra instruction, scaffolded activities, and/or modified assignments are provided. Depending on the make up of the classes, teachers often share students for leveled mathematics or language arts instruction. An effort is made to understand a student's achievement in context of their physical, cognitive, and socio-emotional development in order to tailor instruction to the student's needs. In addition to classroom instruction, pull out RTI may be delivered on a daily basis. RTI is usually focused on reading fluency, comprehension, writing and writing conventions, and/or mathematical operations. Classroom volunteers also work with at risk students on an as needed basis.

- **Collaboration**. Close collaboration between teachers, parents, and students encourages consistency when responding to students. Teachers may share student concerns with each other during Teachers Council and generate possible strategies for supporting that student. Similarly, teachers and parents meet or correspond when a student is struggling. When concerns about performance persist, a Student Study Team (SST) is convened. Previous modifications are reviewed and a plan of action is generated. Most SSTs result in improved achievement. When they don't, further measures are explored for meeting a student's needs. SBCS promotes success for all students. After exhausting all strategies and interventions, students will be referred back to SST. Dialogue between teachers, parents, students, and other educational professionals are integral to student success. (See Response to Intervention Flow Chart in the Appendix.)

d. <u>Plan for High Achieving Students</u>. SBCS recognizes that all students have gifts and talents that deserve support and nurturing. Teachers are responsible for provisioning their classroom and offering activities that stimulate and enrich students in their areas of excellence. The process of observing students and studying student work samples illuminates each student's strengths. Teachers encourage learning by developing critical thinking skills, facilitating intellectual strengths, cultivating habits of mind, exploring themes, utilizing concept icons, and allowing exploration. Teachers structure questions and discussions to encourage individual students to expand or refine their thinking. Activities and assignments may be differentiated so that students are challenged to consider a more complicated question or problem that extend the activity in which other students are engaged. Students may also work on independent study projects or on activities at centers that require synthesis and creativity thinking. On rare occasions, high achieving students will be challenged by online activities using classroom computers or IPads. On occasion, students will receive some part of their instruction in the next grade level classroom.

- **General Classroom Application.** Strategies used for G.A.T.E. learners have been adapted for general classroom use, so that all learners (particularly high achieving students) benefit. Teacher use Universal Themes and Generalizations as adapted from Curriculum Guide for the Education of Gifted High School Students, as well as Depth and Complexity Icons to encourage higher-level thinking. Students consider who they are as scholars and incorporate this understanding when they prepare portfolios.

- **Specific Strategies Applied in the Classroom.** At SBCS all students are recognized for the areas in which they are high achievers. SBCS does not offer a pull-out G.A.T.E program, but if a student is G.A.T.E. identified, he/she benefits from the strategies that are used in the classroom. Students may be G.A.T.E. tested through SBUSD by parent and/or teacher request. Teachers participate in professional development opportunities that support their ability to implement these strategies.

e. <u>Plan for Special Education</u>. Santa Barbara Charter School is its own Local Education Area (LEA) under the auspices of Santa Barbara County Special Education Local Plan Area (SELPA). The School adheres to all laws affecting individuals with exceptional needs, including provisions of the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA), its amendments, Section 504 of the Rehabilitation Act, and The Americans with Disabilities Act (ADA). All students are given equal access to the school, regardless of disabilities. The School does not discriminate against any student based on his or her disabilities. Depending on the provisions of the IEP, a student may receive services at this site or at another site as appropriate.

As an LEA, SBCS will ensure that students are served in compliance with applicable federal and state law. Services may be provided on site or contracted off-site. SBCS shall follow all policies and procedures of the Santa Barbara County SELPA in the provision of special education services. Santa Barbara Charter School will offer a full continuum of services staffed by school employees or service contractors. (See "Special Education Program Description: Application for Becoming an Independent Local Education Agency.")

- **Individuals with Disabilities Education Act (IDEA).** SBCS shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the School presently receives special education instruction and designated instruction and services provided in-house or by contract with a qualified third-party, in accordance with the individualized educational program (IEP). The approved application to become an LEA specifies how special education funding will flow to the School through SELPA.
- **Americans with Disabilities Act (ADA) Section 504.** The approved LEA application specifies that the school shall be solely responsible for its compliance with Section 504. The District shall be responsible for ensuring that all facilities of the School are accessible for all students with disabilities in accordance with the ADA. Further, SBCS shall adopt and implement a policy that outlines the requirements of identifying and serving students with a 504 accommodation plan. SBCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student who has an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for accommodation by the School, and shall be accommodated.
- **The Section 504 Team.** A Section 504 team will be assembled by a site administrator or designee and shall include qualified persons knowledgeable about the student and the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team also may consider the following information in its evaluation:
  - ✓ Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- ✓ Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- ✓ Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the students' aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

❖ **Final Identification**. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

❖ **Accommodation Determination**. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a free and appropriate public education (FAPE) and shall develop a 504 Plan. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 meetings. The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with the disability.

❖ **Maintenance and Review**. All 504 team participants, parents and guardians, teachers, and any other participants in the student's education must have a copy of each student's 504 Plan. A site administrator or designee will ensure that teachers include 504 Plans with the materials that he/she reviews with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or readiness to discontinue the 504 Plan.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for the purpose of this part, means he extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes, specified as goals in the school's educational program.—California Education Code Section 47605(B)

A. CORE CURRICULUM STATE STANDARDS

It is the goal of SBCS to meet the State standards in its core subjects. The administrator facilitates the analysis of state-mandated standardized test scores by Teachers Council at one or more meetings. Following the analysis of scores, Teachers Council establishes a plan of action that builds on strengths and remediates weaknesses in students' performance. An intervention plan, including school-wide, grade level, and individual strategies, is articulated and implemented.

B. ACADEMIC PERFORMANCE INDEX

SBCS strives to achieve the API growth targets set by the State and follows the District's Board policy and administrative regulations regarding the accountability of charter schools.

a. **Data Analysis and Examination**. API data is examined each year. From this analysis of data, teachers develop remediation strategies to raise the performance of all students, as well as to improve the performance of low-performing students.

b. **Remediation**. Remediation activities are developed and may include, but are not limited to, the following:

- In-servicing teachers on instructional strategies that improve student achievement; these strategies may include, but are not limited to, ELD instruction, differentiation, and instruction in a particular curricular area.
- School-wide focus on designated areas of skills growth and curricular performance.

C. ADEQUATE YEARLY PROGRESS

It is the goal of SBCS to make adequate early progress as defined by the Elementary and Secondary Education Act (ESEA). The plans described above are designed and implemented to meet this goal. The greatest obstacle is the fact that many SBCS parents waive participation in State standardized testing, making it difficult for the school to test the ninety-five percent of the student body required for determining AYP.

D. ATTENDANCE

It is the goal of the School to attain 93.5% daily average of student attendance during the academic school year.

E. PURPOSE OF THE CHARTER

The purpose of the Charter is to have students at SBCS achieve the following outcomes that are age and developmentally appropriate. Students will:

- Demonstrate academic performance at grade level, or make one year's progress toward grade-level objectives during a calendar year, in core curricular areas including language arts, mathematics, science, and social studies, as evaluated by teachers, achieved on regular formative and summative classroom assessments, shown in portfolios, and measured on standardized tests.
- Demonstrate intrapersonal and interpersonal skills to solve academic and social problems, shown in classroom discussions and by behavior in class and on the playground.
- Demonstrate competence or growth, as well as creativity, clarity, and individuality, as speakers, listeners, readers, and writers as documented in narrative reports.
- Use oral and written language skills to express themselves, communicate with others, share opinions, entertain, and conduct inquiry, as demonstrated in class, documented by teachers and parents in the Primary Learning Record (PLER), school narrative reports, and on standardized tests.
- Demonstrate competency in math on class work and/or standardized tests, as a result of participating in a program that balances investigative problem solving, concrete experiences with numbers and data, real life experiences, and computational drill.
- Demonstrate an understanding of key scientific concepts in earth, life, and physical sciences during class activities, on tests, and at the annual Science Fair.
- Demonstrate understanding of themselves as scientists, and of science as a process, through their reflections in science portfolios and during discussions.
- Demonstrate an understanding of social studies as the interaction among human beings, and between human beings and their environment, through formative and summative assessments, projects, and discussion.
- Express themselves and understand others through visual, performing, and language arts, as shown through special exhibits and performances of student work, as well as during a part of daily activities.
- Assess their own work and set goals as part of the process of creating portfolios and ongoing collections of work, as well as part of their participation in student-parent-teacher conferences.
- Develop and demonstrate the analytical, evaluation, problem-solving, communication, and conflict resolution skills essential to interpersonal relationships and participation in a democracy.

F. PARENT INPUT

Santa Barbara Charter School is a school of choice. Parent satisfaction and student retention rates are a strong indicator of parent satisfaction with their student's progress. The Parent Satisfaction Survey and student retention rates are analyzed annually to establish the level of parental satisfaction with student achievement. Goals and objectives are set in response to the data analysis from these two sources of information.

G. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured— California Education Code Section 47605(b)(5)(c).

Assessment is an essential part of the feedback loop that guides instruction at SBCS. SBCS engages whenever possible in authentic, performance-based assessment of student achievement and progress, and uses this information to further guide curriculum design and instructional delivery. Emphasis is placed on what students know rather than what they don't know. Evidence of student achievement is based on what students do on a daily basis, as well as culminating activities and testing, in relation to specific, grade-level academic and social goals and objectives. All assessment measures are utilized to ensure the nurturing of individual and group academic development, as well as to determine the need for providing additional resources and experiences. Assessment of student achievement at SBCS is based on the following:

- ✓ Authentic assessments, such as essays, research presentations, demonstrations, projects, performances, exhibits, portfolios, and cumulative work collections;
- ✓ Teacher-developed summative tests that reflect grade-level expectations at critical stages of each curriculum;
- ✓ Ongoing formative assessment and student monitoring, as well as parent communication utilizing progress reports, phone and email communications, student conferences, and parent-teacher conferences;
- ✓ Mandated special education testing; and
- ✓ Mandated standards-based testing.

The SBCS Assessment and Reporting Plan includes:

a. **The Primary Learning Record (PLER)**, which is maintained throughout the year and consists of anecdotal records and work samples. These are used as data on which to base the narratives that are written for elementary school students twice a year. SBCS narratives describe each student as a learner, as well as the next instructional steps that are recommended for the student.

b. **Portfolio** assessments include an ongoing sample of a student's work, are presented to parents two times per year, and inform the narrative assessment report.

c. **Student-Parent-Teacher Conferences**: Students participate in three conferences per year. At the Initial Conference, students and parents discuss strengths and weaknesses with the teacher, and set educational goals for the coming year. At Fall Conferences, students and parents discuss the content of portfolios, and teachers have a chance to speak privately with parents regarding a student's progress. Finally, during a Student-Led Conference in the spring, students share their work with their parents or guardians and speak about themselves as learners. Once again, parents and teachers have the opportunity to meet privately. Information shared at these conferences is a part of the ongoing loop between assessment and instruction.

d. **Student Work Collections** are kept from the student's beginning year through matriculation. These collections are used throughout the student's education to inform instruction. When students matriculate in fifth or sixth grade (depending on if the school is K-8 or K-6), an adult records their reflections as they review their collection and describes their experience as a learner based on what they see in the collection of work. These comments are compiled into a book called ***Recollections*** for each matriculating class.

e. **Project Heart's Desire (PHD)** is the graduating project for eighth grade students. Each student chooses a goal that he or she wants to accomplish. It can be almost anything that the student has dreamed of doing, and may include an athletic, artistic, academic, or social challenge. They work with a mentor to learn the component skills necessary to achieve their goals, as well as document their experience in a written, photo, video, or audio journal. They also write a research paper related to this goal. Ultimately, students present their completed project to a panel as well as at an open house.

f. **Mandated Statewide Standardized Testing** is administered as required and provides both individual and group data. Annual analysis of the results from such tests will be used to refine instruction.

g. **Other Performance-Based Measures** are used to evaluate school performance and/or group achievement, as well as individual success. A Parent Satisfaction Survey is done annually, and written information regarding the results is provided in the annual Program Audit. Attendance and enrollment records are used as additional data. Follow-up studies of students, authentic assessment, and reviews of standardized test scores for particular cohorts over time are performed as appropriate.

School-wide outcomes are measured as follows:

State Content Standards	STAR, PLER, MSLER, Narratives, Portfolios
Standardized Test Growth	STAR, CST, CELDT
Attendance	Attendance Records
API Growth Target	API Score
Parent Satisfaction	Parent Survey, Part C of the PLER and MSLER, Student Retention Rates

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605(b)(5)(D)

A. LEGAL STATUS

Pursuant to California Education Code Section 47604(a), SBCS is incorporated in the state of California as a Public Benefit corporation. The federal government effective approved an application to the United States Internal Revenue Service for tax exemption under section 501(c) (3) of the United States Internal Revenue Code September, 2006. Corporate documents are maintained at the school and are available on request.

SBCS complies with all provisions of the California Corporations Code as applicable to a California nonprofit public benefit corporation. SBCS' Circle of Trustees will also comply with the Ralph M. Brown Open Meetings Act (CA Government Code Section 54950).

B. CIRCLE OF TRUSTEES

a. Board of Directors. The SBCS Circle of Trustees (COT) serves as the Board of Directors for Santa Barbara Charter School. The COT is the responsible agent for fulfilling accountability requirements set forth in this Charter, California Charter School legislation, the Memorandum of Understanding, and any other binding legal agreements. The Circle of Trustees is ultimately responsible for decisions that ensure the School's viability and particularly focuses on financial, legal, and personnel issues.

b. Composition. The Circle of Trustees is comprised of 4 Classroom-based parents, 1 HomeBased Partnership parent, 2 Classroom-based teachers, 1 HBP teacher, and the Director of Operations. Classroom-based parents are elected to a two-year term on the Circle of Trustees by a program-wide vote of the classroom-based program, and the HomeBased parent is elected by a program-wide vote of the HomeBased Partnership, according to the provisions of Elections policy (#012.5). Teachers are appointed to the Circle of Trustees for a term of at least one year. Classroom-based teacher representatives are appointed to the Circle of Trustees by the Teachers Council, and the HomeBased teacher representative is appointed by the HomeBased teachers. If there is a mid-term resignation by a parent trustee, COT may appoint a trustee in his/her place.

c. Officers. The officers of the COT are President, Secretary, and Treasurer. The Director of Operations serves as the facilitator or chairperson of the Circle of Trustees.

C. PARENT ALLIANCE

a. Defined. The Parent Alliance is a committee of the Circle of Trustees. The Parent Alliance actively fosters a spirit of cooperation and a sense of support, pride, and enthusiasm in order to nurture community within the school. The school community

includes the relationships between students, teachers and other staff, and parents and/or legal guardians, extended families, and patrons, all of whom play an essential role in the success of our children, both today and in the future.

b. **Purpose**. Through fundraising and community-based activities, the purpose of the Parent Alliance is to:

- ❖ Promote positive school/community relationships that enhance our children's educational environment;
- ❖ Encourage parent and public involvement in SBCS in appropriate ways;
- ❖ Provide service for school functions;
- ❖ Raise money to contribute to the well being of SBCS;
- ❖ Assist with the improvement and maintenance of the school's physical environment;
- ❖ Promote open communication between the administration, faculty, parents, and/or legal guardians, and the community through established and direct lines of communication;
- ❖ Bring into closer relationship the home and school such that the parents, teachers, and other school staff may cooperate in the education of children and youth, where these united efforts will secure for all SBCS students the highest advantages in physical, cognitive, social, and personal development.

D. ADMINISTRATION

The day-to-day management of the School is performed by the Director of Education and the Director of Operations.

a. **Director of Education.** The Director of Education oversees the educational program and staff. The Director of Education reports to the Circle of Trustees. The responsibilities of the Director of Education or his/her designee are:

- ❖ Uphold the mission of the school
- ❖ Provide educational leadership
- ❖ Oversee the implementation of the Charter
- ❖ Hire, supervise, and discipline educational employees of School (with approval of COT as required by personnel policies)
- ❖ Provide teacher development through observations, meetings, orientation, and in-service training
- ❖ Coordinate Special Education services and serve as Administrative Designee for SST and IEP meetings
- ❖ Write and revise curriculum
- ❖ Solve problems involving students, curriculum, teachers, or other educational related issues
- ❖ Create agendas and facilitate Teachers Council meetings
- ❖ Establish timelines for overall operation of the school
- ❖ Propose policies to the Circle of Trustees

- ❖ Provide comments and/or recommendations regarding policies that come before the Circle of Trustees
- ❖ Serve as liaison with School legal counsel, District office, and SELPA director regarding educational or charter issues
- ❖ Participate in the development of the budget
- ❖ Oversee parent/student/teacher relations
- ❖ Supervise student discipline that may include, but is not limited to, suspension
- ❖ If appropriate, recommend students for expulsion from SBCS in conjunction with recommendation from Teachers Council
- ❖ Help plan and coordinate all activities related to enrollment
- ❖ Establish procedures designed to carry out School policies
- ❖ Order educational supplies, materials, and equipment
- ❖ Sign checks and requisitions
- ❖ Perform other duties as assigned

b. <u>Director of Operations</u>. The Director of Operations or his/her designee is responsible for all operational functions of the School. The Director of Operations reports to the Circle of Trustees. The responsibilities of the Director of Operations or his/her designee include, but are not limited to:

- ❖ Uphold mission of the school
- ❖ Provide operational leadership
- ❖ Serve as member and facilitator of Circle of Trustees
- ❖ Serve as member of the Parent Alliance
- ❖ Liaison with School legal counsel and district office regarding operational and Charter issues
- ❖ Hire, supervise, and discipline office staff
- ❖ Participate in the development of the budget
- ❖ Solve problems related to any operational area
- ❖ Supervise all site improvements and maintenance including those performed by volunteers
- ❖ Research and disseminate information germane to SBCS
- ❖ Supervise emergency plan and serve as incident commander
- ❖ Coordinate and participate directly in public relations and political education important to SBCS
- ❖ Oversee funding determination process, mandated cost reimbursement, and other State requirements
- ❖ Liaise with Charter Schools Development Center (CSDC) and other charter school advocacy groups
- ❖ Propose policies for adoption by COT
- ❖ Provide comments and recommendations regarding policies presented by others to the COT
- ❖ Approve purchase orders and requisitions related to operational expense
- ❖ Complete government and district surveys
- ❖ Provide student discipline including, but not limited to, suspension
- ❖ Provide administrative back-up for Director of Education
- ❖ Serve as teaching specialist, when appropriate.

E. TEACHERS COUNCIL

a. Composition. The Teachers Council is comprised of all SBCS teachers and the Resource Specialist. Teachers Council has the responsibility for generating and implementing policies and decisions regarding overall curriculum design, educational methodology, and daily classroom operations. Additionally, the Teachers Council is the forum in which teachers provide each other with support, share interests and concerns, organize in-service training, and negotiate their contract.

b. Role. The Teachers Council determines curriculum in line with the Core Curriculum State Standards (CCSS), the Charter, and Santa Barbara Charter School's Education Plan. Teachers Council is responsible for planning class configuration as articulated in the Policy on Class Configuration (#003).

c. Parental Input. Teachers Council welcomes input from parents. Parents may provide input to Teachers Council in writing, by requesting time on the Teachers Council agenda, or through the Parent Alliance representative.

F. SBCS COMMUNITY

The SBCS Community elects parent members of the Circle of Trustees as described in the bylaws. For the purposes of elections, the SBCS community is considered parents/guardians of students currently enrolled in SBCS, and staff. Though most decisions are made by adults, students do participate in decision making on a formal and informal basis. The SBCS community members provide input and feedback regarding educational and operational issues in writing, at meetings, and as part of the school's assessment procedures.

G. PARENT PARTICIPATION

Every parent contributes by supporting his or her child(ren)'s education at home. Parents also are involved in every area of the School's functioning. Parents volunteer in classrooms, serve as specialists, provide yard supervision, chaperone field trips, improve and maintain the site, provide in-service training, fundraise, serve on the Circle of Trustees, and help with internal communications. Every parent is considered a member of the Parent Alliance. Parents also may serve as Board members of the Parent Alliance.

H. THE CALIFORNIA OPEN MEETINGS ACT (AKA - THE BROWN ACT)

Santa Barbara Charter School operates in compliance with the Brown Act.

I. CONFLICTS CODE AND PUBLIC RECORDS ACT

The school shall adopt and shall abide by a Conflicts Code (SBCS Policy #010). The school shall comply with the Public Records Act and Education Code section 47604.3.

J. SHARED APPROACH TO DECISION MAKING

The Circle of Trustees is responsible for setting the overarching policies that guide the ongoing activities of the school. The Director of Operations and Director of Education are responsible for the day-to-day administrative decisions necessary for running the School. While the COT creates the guidelines and makes the final decisions related to fiscal, legal, and personnel issues, the Director of Education and Director of Operations implement those policies on a daily basis. Both the Director of Operations and Director of Education are empowered to make line item budget decisions regarding the budget up to a limit specified by the Circle of Trustees. While approval of the COT is required to start a personnel search, the Director of Operations and Director of Education are responsible for implementing the hiring processes within their areas of jurisdiction. Both administrators are responsible for the supervision and evaluation of employees within their jurisdiction. All final personnel decisions must be approved by the Circle of Trustees.

V. HUMAN RESOURCES

A. QUALIFICATIONS OF ALL SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the School—California Education Code Section 47605(b)(5)9(E)

a. Aligned with Philosophy and Mission Statement. Santa Barbara Charter School recruits professional, effective, and qualified personnel for all administrative, instructional, support, and non-instructional positions, who believe in the instructional philosophy outlined in the mission statement.

b. No Discrimination. In accordance with the Education Code 47605(d)(L), SBCS is nonsectarian in its employment practices and all other operations. SBCS shall not discriminate against any individual on the basis of race, ethnicity, national origin, religion, age, gender, sexual orientation, perceived sexual orientation, home language, or disability.

c. Required Experience and Qualifications. All employees must possess the personal characteristics, knowledge base, and/or relevant experience to meet the responsibilities and qualifications identified in the posted job description as determined by the School.

d. Background Checks. All employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation and Live Scan checks, and undergo background checks that provide for the health and safety of the School's faculty, staff, and students. The School shall maintain files for its employees.

B. TEACHERS

Governing Law: Education Code Section 47605(l), which states in pertinent part:

> "Teachers in charter schools shall be required to hold a commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and Santa Barbara County Education Office, and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."

a. Minimum Requirements. Core teachers at Santa Barbara Charter School must be committed to students and student learning, have knowledge of their subject materials, act as role models and resource persons, demonstrate and encourage

creativity and flexibility, and serve as catalysts for change when appropriate. These individuals must meet the following minimum requirements: Bachelor's Degree, valid California Teaching Credential, and appropriate supplemental credential if required per the position description.

b. **General Teacher Requirements and Responsibilities**. Core teachers at SBCS teach in a community where children, parents, and teachers are actively involved as partners in teaching and learning. Teachers report to the Director of Education. Core teachers will:

- ❖ Develop and maintain a stimulating and nurturing program, and create an environment that meets students' individual and group needs;
- ❖ Develop curriculum within the guidelines established by the State Standards and Education plan;
- ❖ Be responsible for student assessment;
- ❖ Participate in a team educational approach;
- ❖ Interact appropriately with parents, students, and colleagues;
- ❖ Model and promote positive interpersonal communication and problem solving skills;
- ❖ Attend Teachers Council meetings;
- ❖ Collaborate to develop and implement policy and procedures at SBCS;
- ❖ Conform to the terms of the Teachers' Employment Agreement, the Charter, and other school policies and procedures.

c. **School Governance Responsibilities**. Teachers at SBCS are part of a learning community that is focused on ongoing professional growth. As members of Teachers Council, teachers set professional development goals and cultivate skills as educational leaders. Teachers are part of a collaborative decision-making process. They participate in all decisions that affect instruction and classrooms. As such, they have significant input into the budgeting process and school governance.

d. **Collaborative Teachers Contract**. The Teachers Contract results from a process of collaborative contract development. Santa Barbara Charter School teachers understand that their primary purpose is to serve the needs of the student body, and agree that the interests of teachers are only served when the focus on students remains at the center of decision-making and agreements. In turn, the School community and Circle of Trustees recognize that the interests of the School are only served when the needs of the teachers are met. Changes to the Teachers Contract are discussed at Teachers Council. All teachers are invited to be present when the Circle of Trustees discusses or takes action related to the Teachers Contract.

C. ADMINISTRATORS

There are two administrators: (1) the Director of Education and (2) the Director of Operations. Though they serve different functions, both hold and maintain the vision of Santa Barbara Charter School.

a. **Director of Education.** The Director of Education oversees the educational program and staff for grades K-8. S/he provides teacher development, coordinates Student Services, writes and revises curriculum, evaluates staff, serves as a liaison to the Santa Barbara School District, and conducts school assessment. Minimum requirements for this position include a valid teaching credential and three years teaching experience. Preference is given to candidates with two years' experience working at SBCS.

b. **Director of Operations.** The Director of Operations has responsibility for all operational functions of the school. S/he serves as the primary communications conduit between the Circle of Trustees, Parent Alliance, advisory groups, and charter school community-at-large. S/he ensures that all financial functions are carried out within guidelines established by the Circle of Trustees. The Director of Operations serves as SBCS office manager and supervises office staff. S/he serves as the liaison to Santa Barbara School District. Minimum requirements for this position are a bachelor's degree and at least three years of administrative or management experience. Preference is given to candidates with experience working for educational or human resource agencies. Knowledge of site development and maintenance issues is preferred.

D. CLASSROOM AIDES & NON-INSTRUCTIONAL

a. **Classroom Aides**. Classroom Aides serve as instructional and clerical support in the classrooms, as well as on the playground. They must possess experience and expertise appropriate for their position as outlined in the job specification. Classroom aides report to the Director of Education or his/her designee.
b. **Non-Instructional**. All non-instructional staff such as the Administrative Coordinator, receptionist, and office aide must possess experience and expertise appropriate for their position as outlined in the job specification. Each reports to the Director of Operations.

E. COMPENSATION AND BENEFITS

Governing Law: The manner by which staff members of the Charter School will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605(b)(5)K)

Employees at the school shall have the option of participating in STRS, PERS, and the federal social security system as applicable to the position to the extent allowed by law. The School shall inform all applicants for positions within the School of the retirement system options for employees.

F. RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights to return to the school district after employment at a charter school—Education Code Section 47605(b)(5)(M)

Santa Barbara Charter School employees are employees of the School. Decisions regarding the hiring and firing of employees at the School are solely at the discretion of the school. Employees have no right of return to the Santa Barbara School District or any other school district.

a. **Grievances.** SBCS will follow the Teacher Grievance Process described in the Policy on Teacher Grievance (#018.5). The District will have no responsibility to process grievances brought against Santa Barbara Charter School.

b. **Salary Placement.** All teachers will be placed on a salary schedule approved by Teachers Council and Circle of Trustees. The goal is to provide total compensation that is commensurate with District total compensation whenever possible. All other employees will be placed on a salary schedule developed by the Administrators and approved by the Circle of Trustees.

c. **Calendar.** Santa Barbara Charter School establishes its own calendar consistent with the provisions of the MOU with the Santa Barbara School District. Teachers Council develops the calendar in conjunction with the administrators.

G. HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

A healthy and safe environment is imperative to productive teaching and learning. Health and safety practices as established in SBSD Board Policies and Administrative Regulations will be used as a starting point for developing comprehensive Charter School policies and procedures.

a. **Policy Adoption and Incorporation in Staff Handbook**. SBCS has developed, adopted, and implemented a comprehensive set of policies and procedures that serve to ensure the health and safety of pupils and staff. These policies are incorporated into the School's staff handbook. Expertise of the insurance carrier's loss-control personnel, safety professionals, health professionals, and the District will be drawn upon in the development and implementation of this comprehensive integrated risk management program in accordance with all applicable provisions of law. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

b. **Health Clerk and School Nurse**. An office employee will serve as a health clerk to handle medical considerations in association with, and under the supervision of, a part-time school nurse.

c. **General Employee Responsibility**. SBCS employees are responsible for supervising students to ensure a safe and healthy learning environment. Disciplinary issues are best addressed at early stages to avoid unnecessary suspensions or expulsions.

d. **Procedure for Background Checks**. The Charter School will comply with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or any one-on-one contact with pupils of the School.

e. **Role of Staff as Mandated Child Abuse Reporters**. All classified and certificated staff (including teachers in any non-core, non-college preparatory courses), as well as short-term employees and independent contractors, will be mandated child abuse reporters and will follow all applicable reporting laws.

f. **TB Testing.** The School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

g. **Immunizations.** The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. The school nurse will review files and follow up with families to ensure compliance.

h. **Medication in School.** The School will adhere to Education Code Section 49423 regarding administration of medication in school. Medications are organized by the school nurse and administered by the health clerk or his/her designee.

i. **Vision/Hearing Scoliosis.** The School shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School or when referred by a teacher, nurse, or other school professional. Middle school students are screened for scoliosis in accordance with State guidelines and District procedures.

j. **Drug Free/Smoke Free Environment.** The School shall maintain a drug free, smoke free, and alcohol free environment.

k. **Comprehensive Sexual Harassment Policies and Procedures.** The School is committed to providing a learning environment that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, age, medical condition, martial status, sexual orientation, or disability. The School has developed a policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (#013 and 013.5). Misconduct of this nature is very serious and will be addressed in accordance with School policy.

l. **Procedures.** The School shall adopt procedures to implement the policy statements as listed above.

VI. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N).

A. DISPUTE BETWEEN THE DISTRICT AND THE SCHOOL

The School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

B. ACTIONS THAT COULD LEAD TO REVOCATION: CHARTER SCHOOL DUE PROCESS

In the event that the District determines that the School has engaged in an act that could lead to revocation of the charter, the District and the School shall have a face-to-face meeting within 10 days of the Superintendent's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the District and Santa Barbara Charter School's Director of Operations and Director of Education. If, after such meeting, the District determines that a violation has occurred which requires a cure, the District may send a formal written notification to the school outlining the alleged violation and demanding the violation be cured. SBCS shall have a reasonable amount of time after the date such formal notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the District, the parties may agree to another predetermined time to commence a cure and diligently prosecute the cure to completion.

C. DISPUTES NOT LEADING TO REVOCATION: DISPUTE RESOLUTION

Disputes between the School and the District regarding the alleged violation, misinterpretation, or misapplication of the Charter (or any agreement between the parties that cross references this dispute resolution provision) between the parties shall be resolved using the dispute resolution process identified below.

a. Notice. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of the designated representatives of the party; (2) the specific sections of the Charter or other agreement that are in dispute and the parties' attempts to resolve the dispute; (3) the specific sections of the Charter or other agreement that are in dispute; and (4) the specific resolution sought by the party.

b. Formal Mediation. If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall

request appointment of a mediator who is available to meet as soon as possible but not later than 30 days after receipt of the request for appointment. If the State Mediation and Conciliation Service are not available, the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed by the initiating party within seven business days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be produced in writing and shall be signed by the District and the School. If the District and the School fail to meet within the specified timeline, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation. In the event that mediation fails to resolve the entire dispute, the parties shall proceed to nonbinding arbitration. No statement made in mediation shall be used in a subsequent legal proceeding, as provided in California Evidence Code.

c. **Exception for Equitable/Injunctive Relief**. The dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

D. INTERNAL DISPUTES

All disputes involving the School and third parties (that specifically do not involve the District directly) shall be resolved by the School according to the School's own internal policies.

VII. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION AND EXPULSION POLICIES

A. STUDENT ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission Requirements, if applicable-Education Code Section 47605(b)(5)(H).

a. **Non-discrimination Policy**. Students will be considered for admission without regard to actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with an individual who has any of the aforementioned characteristics.

b. **Applications**. Pre-enrollment applications are available at the time a parent or guardian of a prospective student tours SBCS. A parent or guardian also may obtain an application from the office in person, by fax, on the SBCS website, or by mail from the SBCS office.

c. **Enrollment Area**. Students will be enrolled from Santa Barbara or adjacent counties only. Admission to SBCS will require a commitment to the goals, objectives, mission, and vision of the school as set forth in the Charter. No tuition will be charged. If the numbers of students who wish to attend the SBCS exceeds the School's capacity, enrollment, except for existing pupils of the School, shall be determined by a public random drawing.

d. **Enrollment Policy**. The SBCS Enrollment Policy is as follows:

- There will be an enrollment window for the 2014-2015 school year from September 1 until February 14; or, if February 14 falls on the weekend, the Monday that immediately follows February 14.

- For the school year 2015-2016, there will be an enrollment window beginning on the first day of school and ending on February 1, 2015. (The enrollment window will continue to be included on the application).

- The initial lottery will be held at the Circle of Trustees during the later half of February.

- A lottery will be drawn for each grade. A list will be created reflecting the students' names in the order they are selected in the lottery.

- Space will be offered to the first students on the list, according to anticipated space availability.

- ❖ Students for whom there is no anticipated available space will remain on a waiting list in the order they were selected in the lottery. They will fill additional spaces as spaces become available, subject to lottery position.

- ❖ Students for whom pre-enrollment applications are completed after the initial lottery will be held in a secondary pool. In the event the initial waiting list is exhausted and additional spaces become available, a second lottery will be held.

- ❖ In order to facilitate the mid-year enrollment of students in a timely and efficient manner, one other member of the administrative staff and a member of the Circle of Trustees will perform the lottery together. Students drawn in this lottery will be put on a list in the order they are selected, and will be notified as space becomes available.

- ❖ The following priorities supersede lottery numbers:

  - ✓ Students transferring between the Home Based and Classroom-based programs.
  - ✓ Children of SBCS staff;
  - ✓ Siblings of current SBCS students or students who have successfully matriculated from 6th or 8th grade;
  - ✓ The preference for students who reside within the Santa Barbara Elementary District will be weighted doubly;
  - ✓ Children of staff members who work on a host campus (when SBCS is located on another school site).
  - ✓ In the event there are more students in category b or c, the matter will be taken to the COT, who may recommend a lottery be held for this group.

B. <u>NON-DISCRIMINATION</u>

Governing Law: The means by which the school will achieve racial and ethnic balance among the pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted—Education Code Section 47605(b)(5)(G).

It is the goal of SBCS to reflect the racial and ethnic balance of the general population residing within the territorial district of the chartering district. SBCS will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to promote a racial and ethnic balance among students that is reflective of the general population residing within the District:

- ❖ An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;

- ❖ The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and national origin groups represented in the District and within the County;

- ❖ Outreach meetings in several areas of the District and within the County to reach prospective students and parents, including parents of diverse racial, ethnic and national origin groups;

- ❖ The provision of services on-site that appeal to a variety of families; and

- ❖ The development of selected promotional and informational material that appeals to the various racial, ethnic and national origin groups represented in the District and the County. The School shall produce promotional materials in Spanish as well as English.

C. PUPIL PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools—Education Code Section 47605(b) (5)(j)

Students enroll in Santa Barbara Charter School as a school of choice and alternative to their neighborhood school. Students will be enrolled from Santa Barbara or adjacent counties only.

D. SUSPENSION AND EXPULSION PROCEDURES

a. Suspension and Expulsion Policy. The pupil Suspension and Expulsion Policy (#006) has been established in order to promote learning and protect the safety and well being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as the School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the Charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

b. Methods of Discipline. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

c. No Corporal Punishment. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

d. Notice. The School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and

procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director of Education's or Director of Operation's office.

e. **Effect of Suspension/Expulsion**. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

f. **Section 504 of IDEA**. A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504), is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990, and all federal and state laws including, but not limited to, the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities, or for whom the School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protection in according due process to such students. The School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with disability under Section 504 of the Rehabilitation Act, and would grant the District approval rights prior to the expulsion of any such student as well.

E. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance, occurring at the School or at any other school, or a School-sponsored event at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

a. **Enumerated Offenses**. Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1) Caused, attempted to cause, or threatened to cause physical injury to another person, or willfully used force or violence upon the person of another, except in self-defense.
2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director of Education/Administrator or designee's concurrence.

3) Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.

5) Committed or attempted to commit robbery or extortion.

6) Caused or attempted to cause damage to school property or private property.

7) Stole or attempted to steal school property or private property.

8) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

9) Committed an obscene act or engaged in habitual profanity or vulgarity.

10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5

11) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12) Knowingly received stolen school property or private property.

13) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to believe that the replica is a firearm.

14) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness, and/or retaliating against that student for being a witness.

16) Unlawfully offered or arranged to sell, negotiated to sell, or sold a prescription drug.

17) Engaged in or attempted to engage in the hazing of another.

18) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

19) Made terrorist threats against school officials and/or school property.

20) Committed sexual harassment.

21) Caused or attempted to cause, threatened to cause, or participated in an act of hate violence.

22) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

b. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent form assigned school activities.

F. <u>SUSPENSION PROCEDURE</u>.

Suspension shall be initiated according to the following procedures:

a. **<u>Pre-suspension Conference</u>**. Suspension shall be preceded, if possible, by a conference conducted by the Director of Education or Director of Education's designee with the student, his/her parent, or both the student and his/her parent. When necessary, a phone conversation may take the place of a face-to-face meeting. The conference may be omitted if the Director of Education or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.

- ❖ This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

- ❖ No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

b. **<u>Notice to Parents/Guardians</u>**. At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. The notice also shall state the specific offense committed by the student. In addition, the notice also may state the date and time when the student may return to school. If the Director of Education or the Director of Education's designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c. **<u>Suspension Time Limits/Recommendation for Placement/Expulsion</u>**. Suspensions, when not including a recommendation for expulsion, shall not exceed (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion, District procedures will be followed. The Director of Education or designee will process the Expulsion recommendation and may serve as a liaison between the District and family. The decision to extend a suspension until the Expulsion hearing will be made by the District administrator based on whether: (1) The pupil's presence will be disruptive to the education process; or (2) The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the result of an expulsion hearing.

F. <u>AUTHORITY TO EXPEL</u>

The Santa Barbara District Board, based on the recommendation of the SBCS Director of Education, may expel a student (District policies, procedures, and timelines will be followed).

a. **<u>Right to Expulsion Hearing</u>**. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director of Education or designee determines that the Pupil has committed an expellable offense. In the event an administrative panel hears the case, it will make a recommendation to the Circle of Trustees for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request. The COT decision is final. There is no appeal to the District or County Office of Education.

b. **<u>Notice of Hearing</u>**. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;

3. A copy of the School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

c. <u>Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses</u>. The School may, upon finding of cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witnesses may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Administrative Panel Chair, or SBSD Board Hearing Chair. Copies of thee sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School District also must provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing also may arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing also may limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness's presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session, when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped dispositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

d. **<u>Record of Hearing</u>**. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

e. **<u>Presentation of Evidence</u>**. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

- ❖ Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses if the Hearing Panel or designee determines that the disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

- ❖ If, due to a written request by the pupil who has been recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

- ❖ The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Circle of Trustees, who will make a final determination regarding the expulsion. The final decision by the Panel shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the SBSD School Board Panel is final.

- ❖ If the expulsion Hearing Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

f. **<u>Written Notice to Expel</u>**. Following the decision of the Board Panel to expel, a district administrator shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall include the following:

- ✓ Notice of the specific offense committed by the student;
- ✓ Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The District Administrator or Designee shall send written notice of the Expulsion to the SBCS Director of Education. This notice shall include the following:

- ✓ The student's name;
- ✓ The specific expellable offense committed by the student.

g. **Disciplinary Records**. The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

h. **Expelled Pupils/Alternative Education**. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

i. **Readmission**. The decision to readmit a pupil or admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Santa Barbara School District Board following a meeting with the Director of Education and/or a District administrator, the pupil, and the guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. After the meeting, the Director of Education and/or District administrator will make a recommendation to the School Board. The pupil's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

j. **No Right to Appeal**. The pupil shall have no right of appeal from expulsion from the Santa Barbara School District and the School Board's decision shall be final.

G. DISENROLLMENT AND/OR EXPULSION FROM SBCS BUT NOT SBSD

a. **Failure to Show/Notify During First Five Days of School**. A student who does not show and whose parents do not contact SBCS during the first five days of schools may be disenrolled. Notification will be sent by registered mail.

b. **Unexcused Absences**. A student may be expelled from Santa Barbara Charter School if they have fifteen days of unexcused absences. Parents or guardians will be notified in writing via registered mail after five and ten days of unexcused absences.

c. **False Application**. A student may be disenrolled from SBCS because the pre-enrollment or enrollment applications contain falsified information. The recommendation to disenroll a student based on a false application will be made by the Director of Education, Director of Operations, or their designee. The decision to disenroll a student will be made by an Administrative Panel consisting of the Director of Operations, a teacher, a member of the Circle of Trustees, and the ex-officio presence of the Director of Education.

d. **Behavioral Issue Suspensions**. A student may be expelled from SBCS if the student has fifteen suspensions during the school year due to behavioral issues that are not related special education needs. In such cases, the Director of Education will prepare the Recommendation for Expulsion from SBCS. An Administrative Panel will make the decision regarding Involuntary Transfer. The Panel will consist of the Director of Operations, a teacher, a member of the Circle of Trustees, and the Director of

Education (ex-officio). Parents must receive written notice ten days prior to the Involuntary Transfer Hearing, and the hearing must be held within thirty days. The Administrative Panel's decision is final and there is no right of appeal.

e. **Written Notice**. Following the decision for Involuntary Transfer by an Administrative Panel, written notice including the adopted findings of fact will be made to the student or parent/guardian. This notice shall include the following:

- ❖ Reason for the Involuntary Transfer;
- ❖ Notice of the student's or parent/guardian's obligation to inform any new school in which the student seeks to enroll of the student's status with SBCS.
- ❖ The District Administrator or designee shall send written notice of the Involuntary Transfer to an SBSD Administrator and/or record it in Aeries.

VIII. REPORTING AND ACCOUNTABILITY

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget including start-up costs and cash flow and financial projections for the first three years of operation –Education Code 47605(g).

A. FINANCIAL REPORTING

a. **Local Funding**. SBCS has selected local funding as its method for receiving state public school funding. As such, all of SBCS governmental revenues are received by the district and SBCS finances are managed in the same fashion as all funds received by the District.

b. **Accounting Methodology**. SBCS will collaborate closely with the District to ensure that all governmental funds of the Charter School will be reported using the modified accrual accounting method, measuring cash and all other financial assets that can be readily converted to cash. All reporting will conform to the requirements of the GASB 34 and all other pertinent governmental accounting and auditing standards.

c. **Financial Reporting**. In collaboration with the District, SBCS will provide financial reports in the manner prescribed by California's Standardized Account Code Structure (SACS), for the required September 15 report to the District and for the First and Second Interim Reports, Adopted Budgets, and Unaudited Actuals as required by the Education Code.

d. **Annual Audit**. SBCS will participate in an annual audit including financial schedules in the aforementioned formats to the District, the County Board of Education, the Controller, and the California Department of Education.

e. **Balance Sheet**. In collaboration with the District, SBCS shall supply an annual statement of assets and liabilities that may be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or the audit is not completed, SBCS shall submit a separate document to the District containing this information.

f. **Nonprofit Requirements**. SBCS also will meet all financial reporting requirements for a California Nonprofit Public Benefit Corporation, and will develop and sustain a working relationship with a Certified Public Accountant to manage and report all non-governmental funds raised by the school.

B. INSURANCE

The School shall acquire and finance general liability, workers compensation, and other necessary insurance through the District. In some cases, the School may purchase some insurance riders beyond those purchased through the district.

The District shall make copies of relevant insurance policies available at the request of the School.

C. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided –

a. The Director of Operations and/or the Director of Education will assume the lead responsibility for administering the School under the policies adopted by the Circle of Trustees and Santa Barbara School District Board.

b. SBCS may contract with the District for those services that can be provided efficiently and in a cost effective manner. The specific services and terms of these services will be the subject of an annual Memorandum Of Understanding between the School and the District. SBCS will consider bids from the District and outside contractors for administrative, maintenance, and operation services. Specific service contracts will be awarded based upon quality and cost effectiveness.

D. FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify were the school intends to locate-- Education Code Section 47605.6(b)(5)(D)

The Santa Barbara Charter School classroom-based program is located on the campus of Goleta Valley Junior High at 6100 Stow Canyon Road in Goleta. The School rents classrooms from the District and is allowed to use the grounds as is designated in the Facilities Use Agreement (FUA). The District and the School shall enter into a comprehensive FUA outlining the responsibilities of the parties to maintain the site.

E. AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I)

The SBCS Circle of Trustees will be the responsible agent for fulfilling the annual accountability requirements. They will make arrangements with the Santa Barbara School District Business Office for an annual audit of the financial operations of SBCS to be performed and produce the programmatic audit as outlined in the MOU. The School will resolve all fiscal and audit deficiencies and exceptions to the satisfaction of the District.

F. CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes—Education Code Section 47605(b)(5)(P).

a. **Action by Circle of Trustees**. Closure of the School will be documented by official action of the Circle of Trustees, no matter what the reason is for the closure. The action will identify the reason for the closure (i.e. revocation, suspension, or termination of the Charter), as well as the entity and persons responsible for the closure.

b. **Notification to Parents and Students**. The Circle of Trustees or its designee will notify parents and students of the School closure within ten days. This notice also will include the names of, and contact information for, the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils school districts of residence, and the manner in which parents or guardians may obtain copies of pupil records, including specific information on completed courses. Notice of the School closure given to parents and students also will provide information to assist parents and students in locating suitable alternative programs.

c. **Notification to District and Others**. The School also will promptly notify the District, the Santa Barbara County Office of Education, the SELPA, the retirement systems in which the School's employees participate (e.g., STRS, PERS, and Social Security), and the California Department of Education of the closure, as well as the effective date of the closure.

d. **Records Transfer**. As applicable, the School will provide parents, students, and the District with copies of all appropriate student records and otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. & 123g. As applicable, all records of the School shall be transferred to the District upon

School closure or, if the District is unwilling to store such records, back to the students' district of residence. All state assessment results, special education records, and personnel records will be transferred and maintained by the entity responsible for closure-related activities in accordance with applicable law.

e. **Final Financial Reporting**. As soon as reasonably practical, the School shall prepare final financial records. The School shall also have an independent audit completed as soon as reasonably practical, which period generally shall be no more than six months after closure. The School shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant and provided to the District upon its completion.

f. **Final Audit**. The final audit will include an accounting of all financial assets, including cash and accounts receivable and inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

g. **Annual Reports**. The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

h. **Distribution of Assets**. On closure of the School, all assets of the School including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation and Bylaws of Santa Barbara Charter School upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District, or District property, will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

i. **Liabilities**. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

j. **Wind Up and Dissolution**. As SBCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Circle of Trustees will follow the procedures set forth in the California Corporations Code for

the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

k. **Reserve Funds for Expenses**. As specified by the Budget, the School will utilize the reserve fund to undertake any expenses associated with the closure procedures above.

IX. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District-Education Code Section 47605(g)

POTENTIAL CIVIL LIABILITY EFFECTS

- The School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

- Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the School.

- School and District shall enter into a Memorandum Of Understanding wherein the School shall indemnify the District for the actions of the School under this charter.

- The corporate bylaws of SBCS shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board members and Officer's insurance, and fidelity bonding to secure against financial risks.

- As stated above, insurance amounts will be determined by recommendation of the District and the School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the School.

- The SBCS Board (Circle of Trustees) will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

X. TERMS OF THE CHARTER

By approving these charter renewals, the Santa Barbara Unified School District will be fulfilling the intent of the Charter Schools Act to increase learning opportunities for all pupils; create professional opportunities for teachers; and provide parents and pupils with choices in education. Santa Barbara Charter School will continue to work in cooperation with the District.

This Charter will be renewed for a period beginning July 1, 2013 and ending June 30, 2018. The Charter may be renewed every five years or as by law when requested by SBCS and agreed upon by Santa Barbara School District Board of Education.

ADDITIONS, DELETIONS, AND MODIFICAIONS OF THE CHARTER

- The Charter may be amended by a majority vote of the Circle of Trustees.
- The amendment also must be approved by the School District Board of Education.
- A copy of any amendment to the Charter will be forwarded to the Department of Education.

APPENDICES

Appendix A:

ARTICLES OF INCORPORATION

OF

SANTA BARBARA CHARTER SCHOOL

(A California Public Benefit Corporation)

I.

The name of the corporation is Santa Barbara Charter School

II.

The Corporation is a non-profit public benefit organization and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are for the advancement of public education by managing, operating, guiding, directing and promoting the Santa Barbara Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) 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.

III.

The name and address in the state of California of this Corporation's initial agent for service of process is:

David Weisman

3733 B Venitia Ln.

Santa Barbara, CA 93105

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings or assets of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of carrying on 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.

Subject to the provisions of the Non-Profit Corporation Law of the state of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised under the direction of the Santa Barbara Charter School (SBCS) Circle of Trustees (CoT).

The number of Trustees shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office for the trustees.

V.

The authorized number and qualifications of members of the Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed shall be disposed of by a court of competent jurisdiction of the county in which the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: _____

David Weisman - Incorporator

BYLAWS

OF

SANTA BARBARA CHARTER SCHOOL

ARTICLE I

NAME

Section 1. NAME. The name of this corporation is Santa Barbara Charter School.

ARTICLE II

PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office

for the transaction of the activities and affairs of this corporation is located at 6100 Stow Canyon Road, Goleta in Santa Barbara County, California. The Circle of Trustees may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Circle of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Santa Barbara Charter School (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by:

(a) 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. No substantial part of the activities of the Corporation shall consist of 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.

ARTICLE IV –

CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person. Additionally, all references to the "the Board, Board of Trustees, or "Board of Directors" within these bylaws refers to the SBCS Circle of Trustees or CoT.

ARTICLE V –

DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI –

CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Circle of Trustees finds appropriate but shall not have rights or powers that would cause the corporation to be deemed a "membership corporation" under Section 5056 of the California Corporations Code.

ARTICLE VII

BOARD OF DIRECTORS (aka CIRCLE OF TRUSTEES)

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Circle of Trustees. The Board may delegate

the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in

Section 1 of these bylaws, but subject to the same limitations, the Circle of Trustees shall have the power to:

1. Appoint and remove, at the pleasure of the CoT all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them to provide security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any corporate meetings. 3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities. Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. For the purposes of these bylaws, "Director" shall be synonymous with "Trustee", as in Circle of Trustees. The number of directors shall be no less than 5 and no more than 10. With the exception of the initial directors, which have been named by the Incorporator, all directors shall be designated as follows:

* 4 – Santa Barbara Charter School (Classroom-Based Program) parents and/or family members/student's legal guardian;

* 1 – Santa Barbara Charter School (HomeBased Program) parent and/or family member/student's legal guardian;

* 2 – Santa Barbara Charter School (Classroom-Based Program) teachers;

* 1 – Santa Barbara Charter School (HomeBased Program) teacher;

* 1 - Administrative Representative - Director of Operations (standing member)

* 1 – District Director assigned by District Superintendent (district option)

Selection and Term– Classroom-Based Parent Representatives are selected by election of SBCS Classroom-Based community members according to SBCS Election Policy #_012.1, for terms of 2 years. Home-Based Parent Representatives are selected by election of the SBCS Home-Based Program community members according to SBCS Election Policy # 012.1, for terms of 2 years. SBCS Classroom-Based Teacher

Representatives are selected by the Classroom-Based teachers and serve for a term of 2 years. The HomeBased Teacher's Representative is selected by the HomeBased teachers and serves for a term of 2 years. The District Director, at the discretion of the Santa Barbara School Districts, will be assigned by the district Superintendent and will serve for a term of two years. In the event that the Superintendent fails to appoint the District Director, in any year, on or before June 30 of such year, then the Board of Directors shall leave that space vacant pending potential future district participation. Unless otherwise specified by the CoT, terms of Trustees shall begin July 1 after their selection or assignment and end on June 30th, two years later. The CoT, at its sole discretion, may act to fill any Director's position if for any reason that position is vacated before the end of its normal term. The CoT may select interim board members to complete the expected term by simple majority vote, as described in Section 10 below. In the event of an interim position, the interim Director shall finish the original term, at which time the position will be filled according to SBCS Election Policy #_012.1.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. NOMINATIONS BY COMMITTEE. In the event that SBCS Election Policy # 012.1 is enacted, but no nominations for the CoT are forthcoming, the President of the CoT may appoint a committee to nominate qualified candidates for election to the Circle of Trustees at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before that date of the election or at such other time as the CoT may set and the Secretary shall forward to each director, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON CoT A vacancy or vacancies on the Circle of Trustees shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the CoT of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by

final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) disenrollment from the charter school of a student or students of

a parent serving on the Board of Directors; or (e) termination of employment with the charter school. Such vacancies shall be filled pursuant to Section 10 below.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, if any, or to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the CoT may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Circle of Trustees may be filled by approval of the CoT or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with ***Corporations Code section 5211, or (3)*** a sole remaining director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.

Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 12. PLACE OF CIRCLE OF TRUSTEES MEETINGS. Regular meetings shall be held at the principal office of the corporation; provided, however, that the Circle of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the CoT or in the notice of the meeting. [All meetings

of the CoT shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS

EQUIPMENT. Any Circle of Trustees meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The CoT has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the CoT meeting.

(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

[(d) The meeting is held and conducted in accordance with the terms and provisions of the ***Ralph M. Brown Act, California Government Code Sections 54950***, et seq., as said chapter may be modified by subsequent legislation.]

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall generally be held on the Third Monday of each month at 7:00 p.m. When meeting on the third Monday of the month is impracticable, The CoT may reschedule its regular meeting at any other time during the month, so long as all applicable posting and information requirements are met. The Circle of Trustees shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. AUTHORITY TO CALL SPECIAL/EMERGENCY MEETINGS. Special meetings of the Circle of Trustees for any purpose may be called at any time by the President (or the Presiding officer of the CoT, if the president is unavailable). Emergency meetings may also be called in accordance with Government Code, Section 54956.5. Both Special and Emergency meetings will be run according to Government Code, Sections 54956 and 54956.5

Section 16. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Pursuant to Government Code, Sections 54956 and 54956.5, notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notice of the time and place of special or emergency meetings shall be given to all media sources that have provided a written request to Santa Barbara Charter School. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

[All notice requirements will comply with the terms and provisions of the Ralph M.

Brown Act California Government Code Sections 54956, 54956.5, et seq., as said chapter may be modified by subsequent legislation.]

Section 17. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 18. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 19. COMPENSATION AND REIMBURSEMENT. Directors may receive compensation for their services as directors or officers and reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 20. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

(a) Fill vacancies on the Circle of Trustees or any committee of the board;

(b) Fix compensation of the directors for serving on the CoT or on any committee;

(c) Amend or repeal bylaws or adopt new bylaws;

(d) Amend or repeal any resolution of the CoT that by its express terms is not so amendable or repealable;

(e) Create any other committees of the CoT or appoint the members of committees of the board;

(f) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; [or]

(g) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Committees of the CoT are to comply with the provisions of the Ralph M. Brown Act as required by the law.

Section 21. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Circle of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other CoT actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by CoT resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The CoT may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the CoT has not adopted rules, the committee may do so.

Section 22. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also, but is not required, to have a chairperson of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairperson of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4 of these bylaws shall be chosen annually by the CoT and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The CoT may appoint or authorize the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority to hold office for the specified period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause upon a majority vote of the CoT.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President of the CoT shall preside at Circle of Trustees meetings and shall exercise and perform such other powers and duties as the CoT may assign from time to time. Subject to the control of the board, the President shall be the primary liaison to the Directors of Operations and Education, who serve as the general managers of the corporation as fully described in any applicable employment contracts, agreements, or job specifications. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. PRESIDENT OF THE BOARD - ABSENCES. If the President is unavailable, the President may designate another member of the CoT to serve as the chief executive officer who shall have the powers and duties of the President of the corporation set forth in these bylaws during the President's absence.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the CoT may, at its sole discretion, appoint a Vice-President by majority vote. The Vice-President, if any, in order of his/her rank as fixed by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-President shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given and as required by the Ralph M. Brown Act. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Circle of Trustees may designate; (ii) disburse, or cause to be disbursed, the corporation's funds as the CoT may order; (iii) render to the President, chairperson of

the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

f required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the CoT for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this

corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the CoT by a vote sufficient for that purpose without counting the votes of the interested directors;

(c) before authorizing or approving the transaction, the CoT considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into. This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation. Any such transaction as listed above must also comply with SBCS Policy # _____, on Conflict of Interest.

ARTICLE X

LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI

INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any ”proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. ”Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII

INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

ARTICLE XIII

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its board and committees of the board; and

(c) Such reports and records as required by law.

ARTICLE XIV

INSPECTION RIGHTS

Section 1. DIRECTORS‘ RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Circle of Trustees at all reasonable times. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV

REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Circle of Trustees shall cause an annual report to be sent to the CoT within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND

INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Santa Barbara Charter School, a California non-profit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Circle of Trustees on _____[insert date of adoption by the board of directors]; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Santa Barbara Charter School

Policy 010

Conflict of Interest

Article I

Conflict of Interest Policy Purpose.

Santa Barbara Charter School (SBCS) has adopted a conflict of interest policy meant to guard against the illegal or substantially improper use of charter school funds for the personal benefit of any officer, board member or fiduciary of the charter school. The conflict of interest policy sets forth the obligations of SBCS officers and Circle of Trustees members to conduct their duties in the best interest of the charter school. The conflict of interest policy shall be adopted by the Circle of Trustees, kept on file at SBCS' primary administrative office, and made available, upon request, for review by the charter school's authorizing agency.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article II

Board of Directors' (Circle of Trustees) Duties.

(a) A member of SBCS' Circle of Trustees (CoT – interchangeable with "board") shall perform his or her duties as a board member, including duties as a member of any committee of the board upon which the board member serves, in good faith, in a manner such board member believes to be in the best interests of SBCS and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.

(b) In performing the duties of a board member, a CoT member shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(1) One or more officers or employees of the charter school whom the board member believes to be reliable and competent in the matters presented;

(2) Counsel, independent accountants or other persons as to matters which the board member believes to be within such person's professional or expert competence; or

(3) A committee of the CoT upon which the board member does not serve, as to matters within its designated authority, which committee the board member believes to merit confidence, so long as, in any such case, the board member acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

(c) Except as provided in section 11961.3, a person who performs the duties of a CoT member in accordance with subdivisions (a) and (b) is deemed to have discharged the person's obligations as a board member and shall have no liability based on any alleged failure to discharge the person's obligations as a board member.

(d) If the CoT delegates the management of the activities of SBCS to one or more persons, management company or committee however composed, the activities and affairs of the charter school shall be managed by and all powers shall be exercised under the ultimate direction of the CoT, which shall not have the authority to delegate these ultimate responsibilities. Review and approval of the charter school budget shall not be delegated.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article III

Limitation on Interested Directors.

(a) Any other provision of this article notwithstanding, not more than 49 percent of the persons serving on the board of SBCS shall be interested persons.

(b) "Interested persons" means either:

(1) Any person currently being compensated by SBCS for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or

(2) Immediate family members, as defined in section 11961.3, of any such person described in paragraph (1).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article IV

Prohibition Against Self-Dealing.

For the purpose of this section, "immediate family" means any brother, sister, child (whether adopted or by birth), spouse, domestic partner, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother, father, mother-in-law, or father-in-law of any such person. For purposes of this section, "indirect investment or interest" means any investment or interest owned by or on behalf of an immediate family member or an agent on behalf of a SBCS board member or officer.

(a) An SBCS CoT member or officer violates his or her duties described in section 11961.1 if he or she makes, participates in making or attempts to use his or her official position with SBCS to influence an action or decision in which he or she knows or has reason to know he or she has a financial interest.

(b) A SBCS CoT member or officer has a financial interest in a decision if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the charter school or the public generally, on the board member or officer or a member of his or her immediate family, or on any of the following:

(1) Any entity in which the SBCS CoTmember or officer is a board member, officer, partner, trustee, employee, or holds any position of management or has a direct or indirect investment worth $2,000 or more.

(2) Any direct or indirect real property interest owned or held by the SBCS board member or officer worth $2,000 or more.

(3) Any source of income aggregating $500 or more in value provided or promised to, or received by, the SBCS board member or officer currently or within 12 months prior to the time when the decision is made, except for gifts or loans by a commercial lending institution made in the regular course of business on terms available to the general public.

(4) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating $360 or more in value provided to, received by, or promised to SBCS board member or officer within 12 months prior to the time when the decision is made.

(c) The provisions of this section do not apply to an action that:

(1) results in a benefit to one or more board members or officers because they are in a class of persons intended to be benefited by the action, and

(2) is approved or authorized by the charter school in good faith and without favoritism.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article V

Disqualification and Recusal.

A member of the SBCS CoT or an SBCS officer who has a financial interest in an action within the meaning of section 11961.3 shall, upon identifying a conflict of interest or a potential conflict of interest and immediately prior to the consideration of the matter, do all of the following:

(a) Disclose the financial interest that gives rise to the conflict of interest or potential conflict of interest. The disclosure shall be made in sufficient detail to be such that the conflict or potential conflict shall be understood by the other CoT members.

(b) Recuse himself or herself from discussing and voting on the matter, or otherwise using his or her position to influence the action in any way, and,

(c) If the item is considered in a closed meeting of the charter school board of directors, the interested board member shall not be present when the decision is considered or knowingly obtain or review a recording or any other non-public information

regarding the decision. However, the interested board member is counted in determining the presence of a quorum at a meeting of the board which authorizes, approves, or ratifies a contract or transaction.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605 and 47607, Education Code.

Article VI

Action Taken in SBCS' Best Interest.

(a) Any SBCS action in which one or more board members or officers has a financial interest shall not be deemed to violate the duties described in section 11961.1 if the following facts are established:

(1) SBCS entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable to SBCS at the time the school entered into the transaction;

(3) Prior to consummating the transaction or any part thereof the Cot authorized or approved the transaction in good faith by a vote of a majority of the board members then in office without counting the vote of the interested board member or board members, and with knowledge of the material facts concerning the transaction and the board member's interest in the transaction. Except as provided in subdivision (b), action by a committee of the board shall not satisfy this section; and

(4) After reasonable investigation and prior to authorizing or approving the transaction, the board considered and in good faith determined that SBCS could not have obtained a more advantageous arrangement with reasonable effort under the circumstances;

(b) An action by a committee or person representing SBCS shall not be deemed to violate section 11961.1 if:

(1) A committee or person authorized by the board approved the transaction in a manner consistent with the standards set forth in subdivision (a) of this section;

(2) It was not reasonably practicable to obtain approval of the board prior to entering into the transaction; and

(3) The board, after determining in good faith that the conditions of paragraphs (1) and (2) were satisfied, ratified the transaction at its next meeting by a vote of the majority of the board members then in office without counting the vote of the interested director or directors.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article VII

Overlapping Board Members.

(a) No contract or other transaction between a charter school and any other entity of which one or more of the charter school board members are board members is either void or voidable because such charter school board member or board members are

present at the meeting of the charter school board of directors or a committee thereof which authorizes, approves or ratifies the contract or transaction, if:

(1) The material facts as to the transaction and as to such charter school board member's other board membership are fully disclosed or known to the charter school board of directors or committee, and the charter school board of directors or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common board member or board members; or

(2) As to contracts or transactions not approved as provided in subdivision (1) of this section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

(b) This section does not apply to transactions covered by section 11961.3.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article VIII

Prohibition on Loans to Board Members and Officers.

A charter school shall not make any loan of money or property to or guarantee the obligation of any board member or officer; except for advancing money to a board member or officer of the charter school for expenses reasonably anticipated to be incurred in the performance of the duties of the officer or board member, provided that in the absence of the advance, the officer or board member would be entitled to be reimbursed for the expenses by the school.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32, 47604.5, 47605, and 47607, Education Code.

Article IX

Conflict of Interest Disclosure Statement.

(a) Every member of the CoT and each SBCS officer identified by the CoT shall file a conflict of interest disclosure statement with SBCS not more than 30 days after assuming office, updated annually thereafter, and filed within 30 days after leaving office.

(b) Every person who is required to file an initial conflict of interest disclosure statement shall annually file an amended statement disclosing any changes that occurred during the period since the previous statement was filed.

(c) The conflict of interest disclosure statement shall be on a Form 700: Statement of Economic Interest available at http://www.fppc.ca.gov or on a form adopted for such purpose by the State Board of Education.

(d) Each individual's conflict of interest disclosure statement shall remain on file at SBCS' primary administrative office and made available, upon request, for inspection by the charter school's authorizing agency or member of the public.

(e) Auditor verification of compliance with this section, as well as reporting of related party transactions, shall be included in SBCS' annual audit.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 41020, 47604.32, 47604.5, 47605, and 47607, Education Code; Sections 81000-91015, Government Code.

Article X

Records of Proceedings

The minutes of the CoT and all committees with CoT delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the CoT's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, and a record of any votes taken in connection with the proceedings.

Article XI

Periodic Reviews

To ensure that 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:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining;
2. Whether partnerships, joint ventures, and arrangements with management organizations 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 inurnment, impermissible private benefit or in an excess benefit transaction.

Adopted : Date:

_____ _____

Secretary - Circle of Trustees

Santa Barbara Charter School (SBCS)

Policy 007 – Enrollment

Proposed *January 4, 2007*

Pre-enrollment applications are available at the time a parent or guardian of a prospective student tours SBCS. A parent or guardian may also obtain an application from the office in person, by fax, or by mail from the SBCS office.

1. There will be an enrollment window for the following school year from September 1 until February 14 or if February 14 falls on the weekend, the Monday, which immediately follows February 14. (The enrollment window will be included on the application.)

2. The initial lottery will be held at the Circle of Trustees during the later half of February.

3. A lottery will be drawn for each grade. A list will be created reflecting the students' names in the order they are selected in the lottery.

4. Space will be offered to the first students on the list, according to anticipated space availability.

5. Students for whom there is no anticipated available space will remain on a waiting list in the order they were selected in the lottery. They will fill additional spaces as they

6. Students for whom pre-enrollment applications are completed after the initial lottery will be held in a secondary pool. In the event the initial waiting list is exhausted and additional spaces become available, a second lottery will be held. In order to facilitate the mid-year enrollment of students in a timely and efficient manner, this one other member of the administrative staff and a member of the Circle of Trustees. These students will be put on a list in the order they are selected by lottery, and will be notified as space becomes available.

7. The following priorities supersede lottery numbers:

   a. *Children of SBCS staff*
   b. *Students transferring between the Homebased and Classroom-based programs*
   c. Siblings of current SBCS students or students whom successfully matriculated from 5th or 8th grade
   d. Students who reside within the Santa Barbara Elementary District.
   e. Children of staff members who work on a host campus (should SBCS be located on another school site)

   In the event, there are more students in category b or c, the matter will be taken to the COT, who may recommend a lottery be held for this group.

Santa Barbara Charter School Master Agreement for Classroom Based Program

Name:		Age:	Grade:
Supervising Teacher:		Birth date:	
Beginning date:	Ending date:	Due date:	
Duration:	Fall/Spring (circle one)	Year:	

Objectives:

- The student will work toward making steady progress on the "Goals and Objectives" list based on the California State Content Standards, which are a part of this agreement.
- List additional studies here:_____

_____

Assignments:

- With the support of the parent, or guardian, the student will submit Work Record reports.
- No more than 2 weeks may elapse between the ending date of the master agreement and the due date.

Methods of Study:

The student will accomplish the required assignment objectives through: independent reading, being read to, written work, investigations, research, hands-on projects, exploration, field trips, games, participation, interviews, discussion, drill and practice, problem solving, manipulatives, creative collaboration, integrated units of study, social learning, and methods of study including: _____

_____

Resources:

The student will have reasonable access to teacher services, instructional materials and other necessary items and resources made available through school.

Methods of Evaluation:

The student's work will be evaluated by the teacher on Work Record reports, observations, work samples, student conferences, parent conferences, portfolios, by conference with other teachers involved in the student's course of study, by observation of the student in various learning situations, and by any other methods noted here:

_____

_____

Completion:

The teacher will determine and assign grades or other approved measures of student achievement when appropriate.

We agree on regular reports on the student's work, as follows:

Frequency: 1x/month Time:_____ Place: at school or home Manner: face to face, by telephone and/or by email

AGREEMENT: We have read this agreement and understand and agree to all the conditions set forth within.

Student:	Date:
Parent/Guardian:	Date:
Supervising Teacher:	Date:
Other:	Date:
Other:	Date:
Other:	Date:

Master Agreement for Classroom Based Program (continued)

Student:

I understand that

- I am entitled to books and supplies, supervision by my teacher, and all the services and resources received by other children enrolled in my grade of Santa Barbara Charter School.
- I need to complete 4 weekly assignments or we will review my agreement and I may not be allowed to continue with Independent Study.

I agree to:

- Be supervised by and meet regularly with my teacher as specified on page 1.
- Complete my assigned work by its due date as described in my written assignment.

Student's signature:_____

Parent/Guardian:

I agree to the above conditions listed under "Student." I also understand that:

- I understand that instruction may be provided to my son or daughter through independent study only if he or she has been offered the alternative of classroom study. Therefore, I acknowledge that participation in this program is a voluntary, optional educational alternative and a classroom option is available in my home district or at the SBCS when a space is available.
- If my child has an individualized education program (IEP), the IEP must specifically provide for his or her enrollment in Independent Study.
- Unless otherwise indicated, the supervising teacher who signs this agreement will meet with my son or daughter on a regular basis as specified on page 1 to direct the child's study and measure progress toward the objectives in this agreement. It is my responsibility to promptly reschedule any appointment missed because of any emergency.
- I am responsible for supervising my child while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation.
- It is my responsibility to provide any needed transportation for my son's or daughter's scheduled meetings and any other travel covered by this agreement.
- I have the right to appeal any decision about my son's or daughter's placement or school program to the school administrator in accordance with the Santa Barbara Charter School's procedures.

Parent's/Guardian's signature:_____

CERTIFICATION

This is to certify that _____has/has not completed all course requirements for the duration of this master agreement.

If agreement is incomplete: Exit Date:_____Explanation_____

_____

Supervising Teacher_____ Date recorded: _____

Other _____ **Date recorded:** _____

SANTA BARBARA CHARTER SCHOOL ENROLLMENT FORM

(*Check one*) ☐ **Classroom** ☐ **HomeBased**

NOTE: PLEASE DO NOT WRITE IN SHADED AREAS, FOR OFFICE USE ONLY. (USE BALLPOINT PEN ONLY)	STUDENT NAME (LAST)	(FIRST)	(MIDDLE)

GRADE	CHECK: ☐ Boy ☐ Girl	STREET ADDRESS	CITY	STATE	ZIP
		STUDENT BIRTHDATE	BIRTHPLACE	SOCIAL SECURITY # (OPTIONAL)	HOME PHONE #

PARENT /GUARDIAN (LAST) (FIRST)	☐ MR. ☐ MS. ☐ MRS. ☐ DR.	WORK PHONE #	OTHER PHONE #	RELATION TO STUDENT

PARENT EDUCATION LEVEL FATHER	PARENT EDUCATION LEVEL MOTHER	HIGHEST PARENT ED LEVEL
1 Not a High School Grad	1 Not a High School Grad	1 Not a High School Grad
2 High School Grad	2 High School Grad	2 High School Grad
3 Some College	3 Some College	3 Some College
4 College Graduate	4 College Graduate	4 College Graduate
5 Graduate School/Post Graduate	5 Graduate School/Post Grad	5 Graduate School/Post Grad
6 Declined - Unknown	6 Declined - Unknown	6 Declined - Unknown

ENROLLMENT DATE	**GRADE ENROLLED AT S.B. CHARTER**		**GRADE ENROLLED IN S.B. SCHOOL DISTRICT**		

LAST SCHOOL ATTENDED:
NAME: CITY STATE PHONE

DOES YOUR CHILD HAVE ANY SPECIAL NEEDS? YES NO (CIRCLE ONE) **IF YES, EXPLAIN:**	LANGUAGE OTHER THAN ENGLISH SPOKEN IN HOME

STUDENT LIVES WITH: ☐ BOTH PARENTS ☐ MOTHER ☐ FATHER ☐ STEP-MOTHER ☐ STEP-FATHER ☐ OTHER

INFORMATION CONCERNING PARENT OR GUARDIAN	NAME (LAST NAME FIRST)		BIRTHPLACE	
RELATION TO CHILD	OCCUPATION	EMPLOYER	EMPLOYER'S PHONE OR ADDRESS	
MAILING ADDRESS IF DIFFERENT THAN STUDENTS			CITY	STATE ZIP

INFORMATION CONCERNING PARENT OR GUARDIAN	NAME (LAST NAME FIRST)		BIRTHPLACE	
RELATION TO CHILD	OCCUPATION	EMPLOYER	EMPLOYER'S PHONE OR ADDRESS	
MAILING ADDRESS IF DIFFERENT THAN STUDENTS			CITY	STATE ZIP

ETHNIC VERIFICATION: PLEASE INITIAL THE LINE(S) INDICATING STUDENT'S RACIAL/ETHNIC CATEGORY.

_____ No, not Hispanic or Latino _____ Yes, Hispanic or Latino _____ American Indian or Alaskan Native _____ White _____ African American or Black

_____ Asian (If Asian, please circle one: Chinese, Japanese, Filipino, Hmong, Korean, Vietnamese, Asian Indian or other Asian) _____ Pacific Islander (If Pacific Islander, please circle one: Hawaiian, Guamanian, Samoan, Tahitian, or other Pacific Islander)

NAMES OF OTHER CHILDREN IN FAMILY	DATE OF BIRTH	BOY/GIRL	Name of school (if in school), Pre-school of High School

Health and Emergency Card Completed: Yes No Xerox copy of current immunization attached: Yes No Copy of Birth certificate obtained: Yes No

Cumulative Record Requested (if applicable): Yes No

I
SIGNATURE OF PARENT/GUARDIAN DATE:

Appendix C

Santa Barbara Charter School

Diversity Plan

2013

As a charter school, we are mandated to improve learning opportunities for all pupils with a special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. Historically we have attracted students who are particularly low and high achieving. While our school already is rich with families from diverse religious, ethnic, international, and lifestyle backgrounds, we believe that an increase in our Latino population would benefit everyone.

Originally, we expected to be a downtown school, so we thought that we would draw our population from a neighborhood that was racially and ethnically more like the rest of the district. However, our original site was withdrawn at the last minute. We subsequently expected to be housed mid-town in Hidden Valley, at the San Marcos property, or at La Cumbre Junior High, but these opportunities were withdrawn as well. At this point, it is best for us to remain on our present site.

Our racial and ethnic diversity has grown from our original 18% students of color to 32%, but we believe that our school community would be strengthened by a greater diversity. In particular, we'd want to increase the representation of Latino students at SBCS. As a commuter school we realize that we need to take steps to make it more convenient for families to attend SBCS. It is difficult for parents to carpool students to SBCS when they stretched by working one or more jobs and raising families. There is limited public transportation, and it is not a realistic resource for most elementary children. Therefore, it is important to address the issue of transportation.

Language could be a barrier, but several of our staff members are bilingual, and others would be willing to improve their Spanish to serve the needs of a parent and student community. The social implications of this barrier are a bit more complicated for parents, so our focus must be on building a cohesive multi-cultural community.

Finally, progress has also been slow because we don't have very many openings in a given year. In order to make sure that we have a vibrant and diverse list of Santa Barbara Unified School District students, we will need to actively recruit students in the (district, state) preschools, advertise in Spanish media, and post notices in community agencies, libraries, and stores.

Ultimately, the measure of success will be the narrowing of the demographic gap between SBCS and SBUSD. Data will be collected to show change over time. We will also be tracking the number of

Latino families applying to be in the lottery. Our goal is to make significant progress (defined as ten percent growth of Latino students each year). We will strive to reach the following targets:

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
18% Latino	19.8% Latino	20.98% Latino	23.07% Latino	25.38% Latino	27.92% Latino

Objective	Action	Responsible Party	Date	Assessment
To develop practices that discourage racial and ethnic disparities in education at SBCS	Send a team of teachers, administrators, and possibly a parent to Institute for Equity in Education sponsored by Just Communities	Director of Education and Circle of Trustees	June 2014	Applications, Receipt for attendance
To continue to using anti-bias and multi-cultural curriculum	Aside from making sure that all subjects are taught from multiple perspectives and that multi-culturalism is part of every day, not just a once a year event, we will continue searching out curriculum and programs that reinforce these values.	Director of Education, Teachers Council	ongoing	
To continue to develop anti-bias and multi-cultural perspective and program	Discussions at Teachers Counsel; article studies; presentations and panels	Director of Education, Teachers Council	Ongoing	Teachers Council Minutes
To increase Latino applicants in Santa Barbara lottery pool	Consider hiring a marketing form that specializes in targeting the Latino community to identify valuable media outreach forums as well as appropriate messaging	Director of Operations, Publicity Work Group, Diversity Work Group	January 2014	If deemed appropriate, evidence that firm was hired. If not, a CoT resolution to not implement this item.

Find ways Latino families feel that they belong at SBCS in spite of being a minority	Meet with staff, administrator, and parent at Adelante to find out how they have made the school a welcoming environment for Latino families	Director of Education with teacher and parent	Spring 2014	Summary of meeting
To increase Latino applicants in SBCS lottery pool	Establish a baseline for demographics of our application and recruit interested families to enter the lottery; All of the actions related to increasing the Latino student population relates to this objective as well.	Director of Operations, Director of Education, Circle of Trustees, Publicity Work Group	Begin outreach in November 2013; Add outreach steps throughout the year.	Graph or table that conveys initial number of applications and describes growth over time.
To recruit a student population that reflects the ethnic balance of SBSD	Survey Latino community about educational priorities that would make SBCS attractive. Distribute information about SBCS to those surveyed.	Diversity Team DOE, DOO	TBD	Document return surveys and compile responses; Document how lottery applicants heard about SBCS
To recruit a student population that reflects the ethnic balance of SBUSD	Post recruitment advertisements in Spanish language media including *The Latina* and radio, depending on if we use a marketing firm and how they advise us	Director of Operations with aid of translator	January 2014	Document number of advertisements posted; Survey new families to find out how they learned about SBCS
To recruit a diverse Latino student population by posting information about SBCS in a wide variety of locations	Contact and create relationships with people at the Hispanic Chamber of Commerce, The Latina Lawyer Network, The Latino Leaders Network. Post fliers at libraries, markets, medical clinics, neighborhood coffee	Diversity Work Group	January 2014, ongoing	Document contacts made and where fliers were posted; Survey new families to find out how they learned about the school

	shops			
To recruit a student population that reflects the ethnic balance of SBUSD (cont'd)	Recruit families by speaking at district and state preschools to prospective kindergarten families.	K teachers with Spanish-speaking partners	12/13-1/14	Document phone contacts with preschools and dates of presentations; Survey new families to find out how they learned about SBCS;
To address transportation concerns	Explore possibility of establishing a school-sponsored van with pick up in SBCS -Survey present families about need -Research insurance requirements -Create budget -Create sliding scale fee schedule (if necessary	Director of Operations Diversity Work Group, Circle of Trustees	December 2015	COT Minutes
	To establish school organized carpools	Parent Alliance, Dave Weisman	August 2014	Document number of carpools established; Track participants so we know if it is serving our Latino families
To bridge language gap	Continue making Spanish language documents available to families as needed	Office	Ongoing	Collect notebook of documents made available in Spanish
	Ensure that there is a Spanish-language school tour and Parent	Dave Weisman, Spanish –speaking staff member	January 2015	Document dates of tour

	Orientation			
To build community	Hold all school events that attract participation of families from all backgrounds	Parent Alliance		Document events and collect photos
	Explore possibility of building a relationship with other SBUSD schools, particularly Adelante	DOE, Teachers Council		
	Include Las Posadas or another celebration of light as one of four festivals for the family evening "Festival of Lights."	Parent Alliance/Teachers Council	Every other year	Same as above
To raise awareness and implement a proactive Diversity Plan by strengthening Diversity Work Group	Recruit new parent and teacher participants; Appoint a Chair	Director of Operations, Director of Education, Teachers Council	11/13 and meet every other month or as needed.	Document membership in the work group and keep meeting minutes
To retain Latino students once they are enrolled	Ensure that the school is welcoming and comfortable and addresses students' academic, social, and emotional needs	Administration, Teachers, Parent Alliance	ongoing	Track retention rates and compare to other student populations at SBCS; Do exit interviews when families leave.
To keep Diversity Plan current and relevant	Evaluate progress on an annual basis. Analyze results to determine effectiveness of individual strategies. Revise Diversity Plan on an annual basis.	Diversity Work Group, Administration		

Appendix D

SANTA BARBARA CHARTER SCHOOL

IMPLEMENTING CORE CURRICULUM STATE STANDARDS

	Before 2013-2014	2013-2014	2014-2015	2015-2016
Acquiring Required Technology		Purchase 30 IPads and 2 carts;	Purchase 50 IPads and 1 cart; Begin purchasing Apple TVs	Purchase 45 IPads and 2 carts
Building Proficiency with Technology for teachers	Teachers began using IPads on individual basis	Teacher training on use of IPads	Advanced training on use of IPads	TBD
Building Student Proficiency with Technology	Students in grades 3-8 have an opportunity to do some lessons and take some tests on IPads	Lessons introducing students to IPad use in grades 3-8	Regularly scheduled lessons and assessment on IPads in grades 2-8.	TBD
Build students' keyboarding skills	Beginning in grade 3 students practice keyboarding with typing program. (Program(s) TBD)	Continue teaching students in grades 3-8 Keyboarding skills. One or more assignments must be completed on Keyboard. Introduce second graders to typing program during later	Continue teaching students keyboarding skills as described in previous years.	Continue teaching students keyboarding skills as described in previous years.

		half of the year.		
Preparing for Smarter Balance Assessment	Do Smarter Balance Pilot	Professional Development: Familiarize selves with *Smarter Balance* website during TC	Professional Development: Review results of Smarter Balance pilot and set goals and strategies	TBD
Understanding CCSS	In Service on Core Curriculum-Dr. Cynthia White	Acting as a PLC, TC will focus on implementation	Acting as a PLC, TC will focus on implementation	Acting as a PLC, TC will focus on implementation

Understanding CCSS	Grade level teams studied and summarize CCSS at TC meeting; Present jigsaw at TC so that everyone understands the development of CCSS from grades K-8	See above	See above	See above
Implementing CCSS Math Standards	Second grade created a binder that includes all Math materials organized by CCSS standard	All grades create binders that organize math materials by CCSS standard	Workshops with SBCEO or CLM	Evaluate needs and identify training

Implementing CCSS Math Standards	Adopted Context in *Learning Math* (CLM) and *College Preparatory Mathematics* (CPM aligned with CCSS); Several CLM	In Service for CLM with Monica	See other things listed in this column and row.	May consider Math adoption to further supplement CLM

	trainings (both on-site and off-site)			
Implementing CCSS Math Standards **Implementing CCSS Math Standards (cont'd)**	TC agreed upon the CLM, TERC, and supplemental units that would be used at each grade level	Record Scope and Sequence for Math as part of Charter renewal process; Attach sample assessments to Charter Renewal Petition	See other things listed in this column and row.	See other things listed in this column and row.
Implementing CCSS in Language Arts	Curriculum already focuses on critical thinking, performance-based assessments, and evidence-based writing because it is a close match with school philosophy and education plan. Curriculum also includes reading non-fiction and expository writing in the areas of mathematics, science, and social studies.	Compile Scope and Sequence for ELA; Include sample assessments and rubrics in Charter Renewal Petition	Professional Development: • In Service Training by Coherent Writing • Alternate Training: Summary Narrative and Summary Expository writing by SCWRIP	Professional Development: • May fund training of individual teachers or team for Language Arts training to share with TC as part of PLC • Alternative: SCWRIP or Coherent Writing
Implementing CCSS in Language	See other items in	See other items in	Use strategies learned	See other items in this

Arts	this column and row.	this column and row.	through Coherent Writing or SCWRIP in classroom	column and row.
Implementing CCSS in Language Arts	See other items in this column and row.	Professional Development- Moderation study of writing by evaluating samples of student writing with rubric in teams during TC	Moderation study of student writing during TC	Moderation study of student writing during TC
Implementing Next Generation Science Standards	We already use *Full Scope Science Systems* (FOSS); Most teachers have had extensive training in teaching science through Lawrence Hall of Berkeley, Science Matters, or Single Subject credential program in Science	Revised Science Scope and Sequence for Year 1 and Year 2, so that students will get every unit even when they are in mixed grade level classes.	Purchase FOSS units, 3rd edition. Purchase updates for FOSS units, 2nd edition.	
Professional Development	See actions taken in areas of Technology, Math, Language Arts and Science on this document prior to 2013-2014	See Professional Development attachment	See Professional Development attachment	See Professional Development attachment

Appendix E

SANTA BARBARA CHARTER SCHOOL

PROFESSIONAL DEVELOPMENT PLAN

2013

Beginning in 1993 Teachers Council (TC) has operated as a Professional Learning Community. Teachers Council has the responsibility for generating and implementing policies and decisions regarding overall curriculum design, educational methodology, and daily classroom operations. Each year teachers identify areas of program strengths and weaknesses and use these to set training goals. Sometimes training is facilitated by one of the teachers and at other times outside experts are hired or invited to do training. Teachers Council is the forum in which teachers provide each other with support, share interests and concerns, and organize in-service training. Time is allocated at Teachers Council meetings to brainstorm and problem solve in relation to student issues or instructional issues. This process leads to a high degree of consistency in responding to students as well as providing instruction. Teachers Council determines curriculum in line with the Core Curriculum State Standards (CCSS), the Charter, and Santa Barbara Charter School's Education Plan. Teachers Council plans in service training in conjunction with the Director of Education. Some training takes place during weekly Teachers Council meetings and other training takes place on pupil-free days. Below is a tentative three-year schedule for Professional Development. It is subject to revision based on changing needs and the availability of appropriate trainers.

OBJECTIVE	2013-2014	2014-2015	2015-2016
To build cultural proficiency	Read and study "The Culturally Responsivity Matrix" in TC	IEE team provides staff training based on summer IEE experience	Cultural Proficiency training will be based on needs as they have evolved and may include a focus on transformative curriculum.
To build cultural proficiency	Send team to IEE sponsored by Just Communities (June 2014)	Read "How Parents of Privilege Undermine School Reform" by Alfie Kohn	See above
To improve math fluency	*Context for Learning Mathematics* by Monica Mendoza and team. We are partnered with Adelante for training and lesson studies.	Continue lesson studies for *Context in Mathematics*	Collegial coaching in the area of math.
To improve math fluency	Focus collegial coaching projects on CLM	Student work study focused on math	TBD
To improve math fluency	*FactWise* training with Dr. Valerie Henry. 8/19/13 and 10/7/13	Needs assessment in the area of math during TC meeting. Identify next steps. Implement.	TBD
To implement CCSS Math Standards	Create a binder at every grade level that organizes supplementary math materials by core standard.	Revise grade level binders	May consider doing a math adoption in addition to CLM

To implement CCSS Math Standards	Purchased CPM for sixth grade in 2012-2013 because it is a full year program aligned with CCSS	See other strategies listed in this column and row.	See other strategies listed in this column and row.
To implement CCSS Math standards	See above	See above	Study an article on math education during Teachers Council
To implement CCSS Language Arts standards	Identify essential elements of present Language Arts program in relationship to SBCS mission and CCSS during TC	In-Service training by Coherent writing. Alternate: Training on Summary Narrative and Summary Expository writing by SCWRIP	May fund training of individual teachers or team for language arts training to share with TC as part of PLC Alternative: SCWRIP or Coherent Writing training
To implement CCSS Language Arts Standards	Moderation Study: Evaluate student writing in teams according to rubric	Moderation Study	Moderation Study
To provision school with IPads	Purchased 30 IPads and 2 carts	Purchase 50 IPads and 1 cart	Purchase 45 IPads
To build teachers' proficiency for using technology and teaching students to use technology (particularly IPads)	IPad training at SBCEO IPad training for educators at Apple (90-minutes)	Teachers attend 1 workshop on Using IPads and other technology Alternate: Skilled teachers will offer training to colleagues during TC	TBD
To build teachers' proficiency for using technology and teaching students to use	Review comprehensive guidelines for the use of technology in school that we	Study of provocative article about Technology in the Classroom or Technology and	

technology (particularly IPads)	wrote in 2012-2013.	Child Development	
To build teachers proficiency for teaching students to use IPads	IPad Training at SBCEO and Apple	PLC works to develop grade appropriate lessons on IPad	Evaluate present performance and determine if we should have specific training on teaching student to take Smarter Balance test
Implement Next Generation Science Standards	Presently use FOSS and 2 teachers.	Purchase updated FOSS kits (3rd edition)	Hire Bridget Lewin to help us refine Science program and its alignment with CCSS
To cultivate SBCS mission and pedagogy	4 sessions on pedagogical strategies facilitated by teacher during Teachers Council: Asking Questions, Providing Feedback, Focus on Learning,	Article study on the article "Kindergarten in the High School" by Deborah Maier Alternate: "The Having of Wonderful Ideas" by Eleanor Duckworth	
To cultivate SBCS mission and pedagogy	Do 2 collection studies	Do 2-3 work studies and 1-2 collection studies during year	Do 2-3 work studies (1 on science) and 2 collection studies
To build skills for facilitating social-emotional development in children	In service training by Dr. Ryan Smith on Resiliency and Self-Regulation		
To keep Professional Development Plan current and relevant	Evaluate and revise	Evaluate and revise; Project plan to include 2016-2017	Evaluate and revise; Project plan to include 2017-2018

Appendix F

SANTA BARBARA CHARTER SCHOOL

PROFESSIONAL DEVELOPMENT PLAN

2013

Beginning in 1993 Teachers Council (TC) has operated as a Professional Learning Community. Teachers Council has the responsibility for generating and implementing policies and decisions regarding overall curriculum design, educational methodology, and daily classroom operations. Each year teachers identify areas of program strengths and weaknesses and use these to set training goals. Sometimes training is facilitated by one of the teachers and at other times outside experts are hired or invited to do training. Teachers Council is the forum in which teachers provide each other with support, share interests and concerns, and organize in-service training. Time is allocated at Teachers Council meetings to brainstorm and problem solve in relation to student issues or instructional issues. This process leads to a high degree of consistency in responding to students as well as providing instruction. Teachers Council determines curriculum in line with the Core Curriculum State Standards (CCSS), the Charter, and Santa Barbara Charter School's Education Plan. Teachers Council plans in service training in conjunction with the Director of Education. Some training takes place during weekly Teachers Council meetings and other training takes place on pupil-free days. Below is a tentative three-year schedule for Professional Development. It is subject to revision based on changing needs and the availability of appropriate trainers.

OBJECTIVE	2013-2014	2014-2015	2015-2016
To build cultural proficiency	Read and study "The Culturally Responsivity Matrix" in TC	IEE team provides staff training based on summer IEE experience	Cultural Proficiency training will be based on needs as they have evolved and may include a focus on transformative curriculum.
To build cultural proficiency	Send team to IEE sponsored by Just Communities (June 2014)	Read "How Parents of Privilege Undermine School Reform" by Alfie Kohn	See above
To improve math fluency	*Context for Learning Mathematics* by Monica Mendoza and team. We are partnered with Adelante for training and lesson studies.	Continue lesson studies for *Context in Mathematics*	Collegial coaching in the area of math.
To improve math fluency	Focus collegial coaching projects on CLM	Student work study focused on math	TBD
To improve math fluency	*FactWise* training with Dr. Valerie Henry. 8/19/13 and 10/7/13	Needs assessment in the area of math during TC meeting. Identify next steps. Implement.	TBD
To implement CCSS Math Standards	Create a binder at every grade level that organizes supplementary math materials by core standard.	Revise grade level binders	May consider doing a math adoption in addition to CLM

To implement CCSS Math Standards	Purchased CPM for sixth grade in 2012-2013 because it is a full year program aligned with CCSS	See other strategies listed in this column and row.	See other strategies listed in this column and row.
To implement CCSS Math standards	See above	See above	Study an article on math education during Teachers Council
To implement CCSS Language Arts standards	Identify essential elements of present Language Arts program in relationship to SBCS mission and CCSS during TC	In-Service training by Coherent writing. Alternate: Training on Summary Narrative and Summary Expository writing by SCWRIP	May fund training of individual teachers or team for language arts training to share with TC as part of PLC Alternative: SCWRIP or Coherent Writing training
To implement CCSS Language Arts Standards	Moderation Study: Evaluate student writing in teams according to rubric	Moderation Study	Moderation Study
To provision school with IPads	Purchased 30 IPads and 2 carts	Purchase 50 IPads and 1 cart	Purchase 45 IPads
To build teachers' proficiency for using technology and teaching students to use technology (particularly IPads)	IPad training at SBCEO IPad training for educators at Apple (90-minutes)	Teachers attend 1 workshop on Using IPads and other technology Alternate: Skilled teachers will offer training to colleagues during TC	TBD
To build teachers' proficiency for using technology and teaching students to use technology	Review comprehensive guidelines for the use of technology in school that we wrote in 2012-2013.	Study of provocative article about Technology in the Classroom or Technology and Child Development	

(particularly IPads)			
To build teachers proficiency for teaching students to use IPads	IPad Training at SBCEO and Apple	PLC works to develop grade appropriate lessons on IPad	Evaluate present performance and determine if we should have specific training on teaching student to take Smarter Balance test
Implement Next Generation Science Standards	Presently use FOSS and 2 teachers.	Purchase updated FOSS kits (3rd edition)	Hire Bridget Lewin to help us refine Science program and its alignment with CCSS
To cultivate SBCS mission and pedagogy	4 sessions on pedagogical strategies facilitated by teacher during Teachers Council: Asking Questions, Providing Feedback, Focus on Learning,	Article study on the article "Kindergarten in the High School" by Deborah Maier Alternate: "The Having of Wonderful Ideas" by Eleanor Duckworth	
To cultivate SBCS mission and pedagogy	Do 2 collection studies	Do 2-3 work studies and 1-2 collection studies during year	Do 2-3 work studies (1 on science) and 2 collection studies
To build skills for facilitating social-emotional development in children	In service training by Dr. Ryan Smith on Resiliency and Self-Regulation		
To keep Professional Development Plan current and relevant	Evaluate and revise	Evaluate and revise; Project plan to include 2016-2017	Evaluate and revise; Project plan to include 2017-2018

Appendix G

SANTA BARBARA CHARTER SCHOOL

RESPONSE TO INTERVENTION 2013-2014

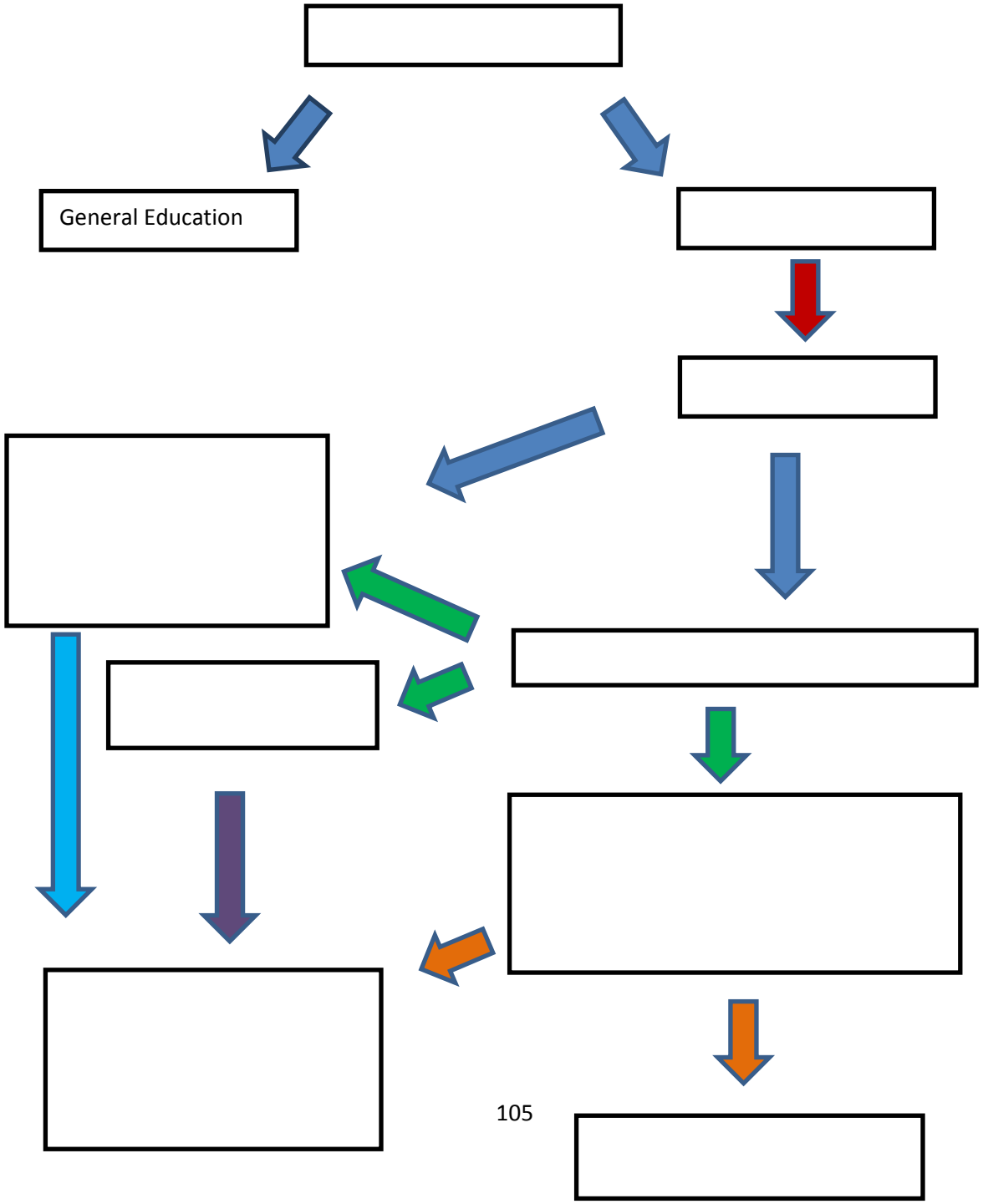
R.T.I. has been an integral part of the educational process at Santa Barbara Charter School since its inception. Our belief is that all students should reach their maximum potential. Early intervention is critical for this to occur.

Students are identified as early as kindergarten or first grade. All teachers screen every student at the start of each year in reading, writing, and mathematics. (Please see Informal Assessments per grade level and Scope and Sequence.)

R.T.I. at Santa Barbara Charter School 2013-14

R.T.I. has been an integral part of the educational process at Santa Barbara Charter School since its inception. Our belief is that all students should reach their maximum potential. Early intervention is critical for this to occur.

Students are identified as early as kindergarten or first grade. All teachers screen every student at the start of each year in reading, writing, and mathematics. (Please see Informal Assessments per grade level and Scope and Sequence.)



APPENDIX H
SCOPE AND SEQUENCE: LANGUAGE ARTS

Santa Barbara Charter School – ELA Scope & Sequence – Grade: Kindergarten

LANGUAGE ARTS

Reading Literature

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Daily read aloud and discussion of fictional and non-fictional texts.	Oral, written, and pictorial responses.
RL.K.2 With prompting and support, retell familiar stories, including key details.	"Story Retelling Rope" (oral discussion), dramatization, written and/or pictorial stories that retell or adapt stories, discussion of stories.	Oral responses, written or pictorial work product
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	"Story Retelling Rope" (oral discussion), written and/or pictorial stories that retell or adapt stories, discussion of stories.	Oral responses, written or pictorial work product
RL.K.4 Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) CA	While reading text and or having discussions, students may ask clarifying questions regarding vocabulary. As teacher reads text and has discussions, she/he asks students to define and discuss new vocabulary.	Oral response.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA	Introduce and study various genres of literature. Embedded in daily read-aloud activities. Classroom libraries are sorted and organized by various authors and genres.	Oral response, produce written materials of different genres
RL.K.6 With prompting and support, name the author and illustrator of a story	Embedded in daily read-aloud activities. Classroom libraries are sorted and	Oral response, art inspired by illustrator, class and/or individual adapted books

and define the role of each in telling the story.	organized by various authors and genres. Individual author and illustrator studies.	or other activities.
RL.K.7 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).	Discussion while reading picture books with text, discussion while looking at picture books with no text, discussion while looking at picture books with text (telling story through illustrations first and then reading text to verify).	Oral response, illustrating self-written or dictated stories.
RL.K.8 (Not applicable to literature)	N/A	N/A
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast various versions of pictures books with similar storylines (i.e. Goldilocks and the Three Bears, Snow Bears; The Gingerbread Man, Boy, Baby; etc.), Venn diagrams	Oral response, written Venn diagram, written and pictorial response.
RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA	Group discussions of texts, KWL (what you know, want to know, and what was learned) charts	Oral response, written KWL chart, written and pictorial response.

Reading: Informational Text

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
RI.K.1 Ask and answer questions about key details in a text.	Daily read aloud and discussion of fictional and non-fictional texts.	Oral, written, and pictorial responses.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	"Story Retelling Rope" (oral discussion), dramatization, written and/or pictorial stories that retell or adapt stories,	Oral responses, written or pictorial work product

	discussion of stories. Use key words/terminology to identify main topic. Use graphic organizers to show main topic and details.	
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Use graphic organizers, oral discussion of text, dramatization	Oral responses, written or pictorial work product, accurate performance of dramatization
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) CA	While reading text and or having discussions, students may ask clarifying questions regarding vocabulary. As teacher reads text and has discussions, she/he asks students to define and discuss new vocabulary.	Oral response.
RI.K.5 Identify the front cover, back cover, and title page of a book.	Embedded in daily read-aloud activities. Individual student and class books/booklets. StudenTreasure books (students publish a hardcover book)	Individual questioning and written work product.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Embedded in daily read-aloud activities. Classroom libraries are sorted and organized by various authors and subject areas.	Oral response, class and/or individual adapted books or other activities.
RI.K.7 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).	Discussion and analysis of informational text illustrations. Embedded in class discussions while reading informational text/nonfiction literature.	Oral response, illustrating text and/or writing informational text.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Class discussions where key/leading questions are asked, graphic organizers	Oral response, graphic organizers, writing one or more words/sentences that support a main idea, drawing

		pictures that support a main idea.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast similarities and differences between two texts on the same topic (i.e. animals) or two subjects within the same text (i.e. bats and birds; apples and pumpkins), Venn diagrams	Oral response, written Venn diagram, written and pictorial response.
RI.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. CA b. Use illustrations and context to make predictions about text. CA	Group discussions of texts, KWL (what you know, want to know, and what was learned) charts	Oral response, written KWL chart, written and pictorial response.

Reading: Foundational Skills

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	a. Teacher modeling, identification of positional words: left and right through games/songs/books, student practices tracking, use of the "Reading Tracker" tool. b. Teacher modeling, practice using phonetic spelling and conventional spelling, teacher created materials c. Utilize "Word Spacer" tool, spacing words lessons d. Direct phonics instruction and supporting materials, kinesthetic	Written product, teacher observations (understanding of positional words, tracking patterns, word placements), kinesthetic responses

	activities	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words. CA	a. Reading books with rhyming words, word family lessons, songs, embedded in daily conversation/discussions, direct rhyming word lessons. b. Kinesthetic activities that highlight syllabication c. Teacher created materials that focus on word families, Project Read curriculum d. Teacher created materials (games), embedded in daily conversations/discussions, word family instructions e. Project Read curriculum, direct instruction, supporting material f. Project Read curriculum, direct instruction, reading simple text (i.e. Bob Books)	Oral, written, and kinesthetic response
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for	a. Teacher modeling, direct phonics instruction, embedded in daily integrated units, Project Read curriculum b. Teacher created materials that may include writing assignments, direct phonics instruction, Project Read curriculum, c. Teacher created materials, Project Read curriculum, utilize emergent and/or beginning readers focusing on	Oral and written response.

the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	specific sight words, visual word wall d. Direct phonics instruction	
RF.K.4 Read emergent-reader texts with purpose and understanding.	Bob Books, Open Court Emergent Readers, Project Read curriculum, Bonnie K line stories, and other emergent reader series.	Teacher observation of oral responses.

Writing

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
W.K.1 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 . . .).	Teacher created materials, writing activity with prompts (written, dictated, or both) including an illustration, class books	Written, dictated, pictorial assessment.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about	Teacher created materials, writing activity (written, dictated, or both) with nonfiction subject that includes a main idea and supporting information and an	Written, dictated, pictorial assessment.

and supply some information about the topic	illustration, simple research projects	
W.K.3 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.	"Story Retelling Rope", sequencing lessons/activities, journal writing, writing activity (written, dictated, or both) with an illustration.	Written, dictated, pictorial assessment and performing a required task with accuracy.
W.K.4 (Begins in grade 2) CA	N/A	N/A
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Dramatization of student writing, whole group activity of writing a story	Oral and written response.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	StudenTreasure published books, various applications on tablet, word program on desktop/laptop computer. Introduction to editing process through teacher created material and discussion.	Written and illustrated product.
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Author studies and subject studies that lead to various activities, that include writing.	Written and illustrated product.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Posing questions about topics, group discussions about specific topics, read-aloud of fiction and/or non-fiction sources.	Oral or written/illustrated responses.
W.K.9 (Begins in grade 4)	N/A	N/A
W.K.10 (Begins in grade 2) CA	N/A	N/A

Speaking & Listening

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Daily discussions of read aloud and texts, Morning Meeting, pair sharing about various topics, "concern and appreciation" discussions, show and tell with comments/questions.	Oral response/assessment.
SL.K.2 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. a. Understand and follow one- and two-step oral directions. CA	Asking students to repeat oral directions, preparing students to interview special visitors that give presentations in the classroom, reflecting upon lessons, field trips, and other activities.	Oral response/assessment.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Teacher verifies student understanding of oral directions, encouraging students to ask for help from adults or peers,	Oral response/assessment.
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	"Mystery Box," show students pictures and ask them to describe the object, oral discussion of work on an individual basis or within a group, show and tell.	Oral response/assessment.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Provide prompts that students must add visual details to, students will add illustrations to their work, students bring	Pictorial assessment.

	realia from home related to curriculum.	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Provide opportunities in whole group and/or small group discussions and one-on-one, teaching the language of feelings, role playing, drama activities and productions.	Oral response/assessment.

Language

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	a. Handwriting practice, applied in writing activities. b. Direct lessons to teach nouns and verbs, teacher created materials, applied in writing activities, drama activities, drawing activities. c. Direct lessons to teach plural ending rules (/s/, /es/), teacher created materials, provide opportunities to practice the rules. d. Direct lessons, teacher created materials, daily practice. e. Direct lessons of sight words/high frequency words/prepositions, practice writing words, Kindergarten class post office (use of words to and from), writing gift tags (use of words to and from), titling class and individual books (using the word by), incorporated into lessons about opposites. f. Whole group lesson (i.e. class thank you	Oral and/or written response.

	cards, prompted writing activity).	
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	a. Teacher directed lesson, teacher created materials, applied in daily writing activities, modeled in daily lessons. b. Teacher directed lesson, teacher created materials, applied in daily writing activities, modeled in daily lessons, recognizing different use of punctuation in class read alouds and when student is reading individually. c. Phonemic awareness instruction (ongoing), teacher created materials, Project Read d. Students use phonetic/invented/developmental/temporary spelling. Used in journal writing and other daily writing activities.	Oral and/or written response.
L.K.3 (Begins in grade 2)	N/A	N/A
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	a. Embedded within daily class discussions, direct teacher lessons, Total Physical Response (TPR) activities b. Direct teacher lessons on plurals, verb tense, prefixes, suffixes	Oral response.
L.K.5 With guidance and support from adults, explore word	a. Frequent sorting activities.	Oral, written, and/or pictorial

relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	b. Direct instruction, teacher created materials, reading books about opposites c. Real world context, within whole group discussions d. Physical education activities, dramatization activities	response
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Vocabulary development activities, applying this knowledge in oral and written tasks	Oral and written response

Santa Barbara Charter School – ELA Scope & Sequence – Grade: 1

Reading

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
<u>Key Ideas and Details</u> RL 1.1 Ask and answer questions about key details in a text RL 1.2 Retell stories, including key	• Leveled small group instruction using trade books, "Guided Reading", Read Naturally, and Scholastic magazine, literature logs, lap books, literature centers, and	Oral, Written, and pictorial responses including individual Literature Logs, lap books, and literature centers Reading Samples using Primary

details, and demonstrate understanding of their central message or lesson RL 1.3 Describe the characters, settings and major events in a story using key details	graphic organizers	Learning Record (PLER); Running reading record
RI1.1 Ask and answer questions about key details in text RI1.2 Identify the main topic and retell key details of a text RI1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	• Whole group reading of science texts (e.g.: FOSS and Scholastics) • Biographical and historical read-alouds	Oral, written, and pictorial responses including science logs, reflections, lap books, and graphic organizers FOSS assessments
Craft and Structure RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	• Reading poetry • Poetry center • Text rendering and reading tea parties • Link art, poetry, and vocabulary • Apply five senses to reading and listening • Mini-lessons related adjectives, metaphor, and similes	Poetry Adaptations Documenting anecdotal records of student comments during discussions and analyzing student work
RL 1.5 Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types	Students identify texts as fiction or non-fiction during reading group or whole group discussion.	
RL 1.6 Identify who is telling a story at various points in a text	Daily leveled small group instruction and whole group read-alouds using trade books, Readers Theater, and Guided reading	Role playing and telling the story as one of the characters
RI1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text RI1.5 Know and use various text	Whole group instruction using trade books, reference books and materials,	Formative assessment work samples

structures and sequences and text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate information in text RI1.6 Distinguish between information provided by pictures of other illustrations provided by the words in a text	and non-fiction texts	
Integration of Knowledge and Ideas RL 1.7 Use the illustrations and details in a text to describe its key ideas RL 1.9 Compare and contrast the adventures of characters in stories RI1.7 Use the illustrations and details in a text to describe its key ideas RI1.9 Identify basic similarities in and differences between two texts on same topics in illustrations, descriptions, or procedure.	Read, compare, and contrast two or more fairy tales or other stories on same theme. Compare and contrast two or more biographies. Create compare and contrast graphic organizer as class on chart	Reading sample and literacy conference Record student responses during reading group and whole group discussions Literature Log responses Story map, Venn diagrams
Range and Level of Text Complexity RL 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 a. Activate prior knowledge related to the information and events in a text b. Confirm predictions about what will happen next in a text	Students read prose and poetry during leveled reading group instruction. Partner reading Written or oral response to literature (e.g. Provide a story ending or respond to questions requiring application.) Read poems from poetry center aloud Language experience: Read back personal writing Guided reading	K, W, L charts Written work samples Document verbal answers to questions in the anecdotal record section of PLER

RI1.10 With prompting and support, read informational texts appropriately complex for grade 1 a. Activate prior knowledge related to the information and events in text b. Confirm predictions about what will happen next in text	FOSS Science Text Scholastic magazines Read Naturally Science and Nature trade books	Written and oral work samples (FOSS, Scholastic, science journals, and other non-fiction texts)
Print Concepts RF 1.1 Demonstrate understanding of the organization and basic features of print a. Recognize the distinguishing features of a sentence, first word, capitalization, ending punctuation	Kinesthetic sentence Direct instruction Daily Oral Language (DOL) Brain Pop	Documenting oral and written responses Running record of oral reading
Phonological Awareness and Phonics and Word Recognition RF1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) RF 1.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text	Project READ. Units 1-20 Wright Group trade books Open Court trade books Basal readers Words Their Way (WTW)	Dr. Fry's Informal Reading Assessment California Governor's Reading Initiative (Phonemic awareness and leveled passages) Reading samples (PLER)
Fluency RF1.4 Read with sufficient accuracy and fluency to support comprehension	Trade books and basal readers Read Naturally	California Governor's Reading Initiative Read Naturally

	Sightword instruction and word walls Guided Reading Timed reading	

Writing

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Text Types, Purposes, Productions, and Distribution of Writing **W 1.1** Write opinion pieces in which they name a topic, supply some facts about the topic and provide some sense of closure	Response to literature in book logs and book reports Portfolio reflections Color-coded paragraph writing.	Documented PLER Writing samples "First Grade Opinion Pieces Rubric," HardCore Teacher Resources, 2012 Rubric from *Listening to Young Writers* by Melissa Hare Landa
W 1.2Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	Structured writing across the curriculum using sentence and paragraph prompts Label and caption science and social studies work Describe mathematical thinking in writing Record science observations Document procedures and plans Create posters and brochures	Student work samples "First Grade Common Core Rubric: Information Text," HardCore Teacher Resources, 2012
W 1.3 Write narrative in which they recount two or more sequenced events, include some details regarding what happened	Graphic organizers such as writing webs, story boards, outlines, brainstorms Guided narrative writing	Narrative work samples and writing rubric "First Grade Common Core Rubric: Narrative," HardCore Teacher Resources, 2012.
Production and Distribution of Writing W 1.5 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	Writers Workshop Dictating stories Publishing Writers Workshop with word processing Writing conferences for editing and publishing	Editing checklists

W 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers		
Research to Build and Present Knowledge 1.7 Participate in shared research and writing projects 1.8 With guidance and support from adults recall information from experience or gather information from provided sources to answer	Guided or modeled writing assignments Content writing (Description of science experiments) Roller Coaster logs describing the scientific method used	Work samples "First Grade Common Core Rubric: Research," HardCore Teacher Resources, 2012.

Speaking and Listening

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Comprehension and Collaboration SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	Math Congress Science Congress Class Meetings Thematic Show and Tell Collaborate about class norms Interact with presenters (student, parent, or professional)	Observational notes documented in PLER

Presentation of Knowledge and Idea SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite poems, rhymes, and songs with expression SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings SL 1.6 Produce complete sentences when appropriate to task and situation.	Friend of the Week Poetry recitation Class plays and musicals Readers Theater Show and Tell Conflict Resolution and Problem Solving Discussions Math Congress Science Congress Science Fair Roller Coaster Presentation Oral presentations (book baskets, About Me Bags, etc.) Attending musical and dramatic performances	Observation and documentation in PLER

Conventions of Standard English

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
L1.1 a-i Demonstrate command of the conventions of standard English grammar and usage when writing and speaking a (upper and lowercase letters, common proper, and possessive nouns, singular and plural nouns with matching verbs, possessive and indefinite pronouns,	Direct instruction through worksheets, games, and centers with activities focused on particular convention that result in a product that can be evaluated	Writing samples "First Grade Common Core Rubric," HardCore Teacher Resources, 2012.

verbs in proper tense, use of adjectives, conjunctions, determiners, and frequently occurring prepositions. L1.1 j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Editing Daily oral language Kinesthetic sentences and paragraphs Brain pop Grammar picture books such as *Punctuation Takes Vacation*	
L1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing •Capitalize dates and names of people •Use end punctuation •Use commas in dates •Use conventional spelling for words with common spelling patterns or frequently occurring regular words •Spell untaught words phonetically drawing on phonemic awareness and spelling conventions	Kinesthetic sentence and paragraph Writers Workshop Book adaptation Guided writing Linking art and writing activities Literature Logs Letter writing	Writing samples evaluated by rubric found in *Listening to Young Writers* by Melissa Hare Landa

Vocabulary Acquisition and Use

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
L1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading	Small group reading instruction Directed lessons on homonyms and	Work samples, conversation observations

and content **L 1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meetings**	synonyms Building academic language word banks in each discipline (especially science and math) Defining words and finding other meanings during leveled reading groups Reading riddles Sorting and classifying activities Illustrating words Sentence building with spelling words	
L 1.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts	Occurs across the curriculum in all subjects both verbally and in writing	Observation

Santa Barbara Charter School – ELA Scope & Sequence – Grade: 2

Reading

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
<u>Key Ideas and Details</u> RL 2.1 Ask and answer questions about key details in a text RL 2.2 Recount stories from different cultures, and determine their main message, lesson or moral (includes fables and folktales) RL 2.3 Describe how characters in a story behave during major events and	• Leveled small group instruction using trade books, "Guided Reading", Read Naturally, and Scholastic magazine, literature logs, lap books, literature centers, and graphic organizers • Thematic fables and folktales • Book projects • Book reports	Oral and written responses including individual Literature Logs, lap books, and literature centers Reading Samples using Primary Learning Record (PLER); Running reading record Applying structure of folktale or fable to

challenges		create own folktale or fable Book projects Book reports
RI2.1 Ask and answer questions about key details in text RI2.2 Identify the main topic of a text with many paragraphs RI2.3 Describe the connection between many historical events, scientific ideas or concepts, or steps in technical procedures in a text	• Whole group non-fiction (e.g.: FOSS, social studies, Scholastics) • Reading non-fiction in leveled reading groups • Color-coded paragraphs • Timelines • Structured discussions (questions created using Bloom's Taxonomy) • Biographical and historical read-alouds	Oral, written, and pictorial responses including science logs, reflections, lap books, and graphic organizers FOSS assessments
Craft and Structure RL 2.4 Describe how words and phrases supply meaning in stories, poems, or songs. (rhymes, regular beats, alliteration, and repeated lines)	• Reading poetry • Poetry center • Text rendering and reading tea parties • Link art, poetry, and vocabulary • Mini-lessons related to style such as alliteration, rhyming, patterned writing • Chorus or singing • Readers Theater • Class play	Poetry Adaptations Documenting anecdotal records of student comments during discussions and analyzing student work
RL 2.5 Describe the overall structure of a story including how the beginning introduces the story and ending concludes the action RL 2.6 Acknowledge differences in points of view of characters	Daily leveled small group instruction and whole group read-alouds using trade books, Readers Theater, and Guided reading Role playing and telling the story as one	Work samples Observations and anecdotal records Formative assessment using story maps

	of the characters worksheets	
RI2.4 Find the meaning of words in grade level texts RI2.5 Use text features to locate key facts or information (bold print, captions, subheadings, glossaries, indexes, electronic menus, & icons) RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	Whole group instruction using trade books, reference books and materials, and non-fiction texts Scholastic Highlighting texts during whole or small groups	Formative assessment work samples Reading non-fiction passages and responding to follow-up questions
Integration of Knowledge and Ideas RL 2.7 Use information from pictures and words to show understanding of characters, setting, and plot RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures RI2.7 Explain how specific images (such as diagrams) clarify a text RI2.8 Describe how reasons support specific points the author makes in a text RI2.9 Compare and contrast the most important points presented by two texts on a topic	Read, compare, and contrast two or more versions on same theme. Compare and contrast two or more biographies. Create compare and contrast graphic organizer as class on chart Write a letter from the perspective of one of the characters Scholastic magazines	Reading sample and literacy conference Record student responses during reading group and whole group discussions Literature Log responses Story map, Venn diagrams Work samples Formative and summative assessment: Students read a passage and answer questions
Range and Level of Text Complexity RL 2.10 Read and comprehend literature, including stories and poetry	Students read stories and poetry during leveled reading group instruction. Partner reading	Written work samples Document verbal answers to questions

	Written or oral response to literature (e.g. Provide a story ending or respond to questions requiring application.) Read and respond to poems Guided reading	in the anecdotal record section of PLER Reading logs (keeping lists of books and genres read)
RI2.10 Read and comprehend informational texts such as history, social studies, science or technical texts	FOSS Science Text Scholastic magazines Read Naturally Science and Nature trade books Social studies material	Written and oral work samples (FOSS, Scholastic, science journals, and other non-fiction texts)
Phonological Awareness and Phonics and Word Recognition RF 2.3 Know and apply grade-level phonics and word analysis skills in reading	Project R.E.A.D. Units 21-32 Wright Group trade books Open Court trade books Basal readers Words Their Way (WTW) Guided reading Literature Centers	Dr. Fry's Informal Reading Assessment California Governor's Reading Initiative (Phonemic awareness and leveled passages) Reading samples (PLER)

Fluency RF2.4 Read with sufficient accuracy and fluency to support comprehension	Trade books and basal readers Read Naturally Sight word instruction and word walls Guided Reading Timed reading	California Governor's Reading Initiative Read Naturally

Writing

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Text Types, Purposes, Productions, and Distribution of Writing **W 1.1** Write opinion pieces that introduce the topics or books, give an opinion, give reasons that support, use linking words to connect opinions or reasons, and make conclusions	Response to literature in book logs and book reports Color-coded paragraph and/or multi-paragraph writing.	Work Samples "Second Grade Common Core Checklist: Opinion Pieces," HardCore Teacher Resources, 2012. Rubric from *Listening to Young Writers* by Melissa Hare Landa
W 2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to make points, and give a conclusion	Guided cross-curricular reports (animals, biography, science fair projects, etc.) Structured writing across the curriculum using sentence and paragraph prompts Label and caption science and social studies work Describe mathematical thinking in writing Record science observations Document procedures and plans Create posters and brochures	Student work samples "Second Grade Common Core Rubric: Information Text," HardCore Teacher Resources, 2012.
W 2.3 Write narratives that tell a detailed event, short sequence of events, include	Graphic organizers such as writing webs, story boards, outlines, brainstorms	Narrative work samples

details to describe actions, thoughts, and feelings, use temporal words for event order and to provide closure	Guided narrative writing Writers Workshop	Rubric from *Listening to Young Writers* by Melissa Landa. "Second Grade Common Core Rubric: Narrative," HardCore Teacher Resources, 2012.
Production and Distribution of Writing W 2.5 Through adult and peer support, focus on a topic and strengthen writing by revising and editing. W 2.6 Through adult support, use a variety of digital tools to produce and publish writing, including in collaboration with peers	Writers Workshop Publishing Writers Workshop with word processing Writing conferences for editing and publishing (Cont'd from previous page)	Editing checklists Completed written assignments or projects (Cont'd from previous page)
Research to Build and Present Knowledge W 2.7 Participate in shared research and writing projects W 2.8 Remember information from experiences or gather information from provided sources to answer a question	Guided or modeled writing assignments Content writing (Description of science experiments) Roller Coaster logs describing the scientific method used	Work Samples "Second Grade Common Core Rubric: Research," HardCore Teacher Resources, 2012.

Speaking and Listening

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Comprehension and Collaboration SL 2.1 Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and large groups. SL 2.2 Retell and describe key ideas or details from a text read aloud or information	Math Congress Science Congress Class Meetings Thematic Show and Tell Collaborate about class norms Interact with presenters (student, parent, or	Observational notes documented in PLER

presented orally or through other media SL 2.3 Ask and answer questions about what a speaker says to clarify comprehension and gather information for understanding	professional) Discuss texts with peers and adults in large and small groups Problem solving and conflict resolution discussions	
Presentation of Knowledge and Ideas SL 2.4 Tell a story or retell an experience with appropriate facts and descriptive details speaking audibly in coherent sentences SL 2.5 Create audio recordings of stories or poems, add drawings to stories to make ideas clearer. SL 2.6 Produce complete sentences to give details or clarification.	Friend of the Week Poetry recitation Class plays and musicals Readers Theater Show and Tell Conflict Resolution and Problem Solving Discussions Math Congress Science Congress Science Fair Roller Coaster Presentation Oral presentations (book baskets, About Me Bags, Science Fair projects, etc.) Attending musical and dramatic performances	Observation and documentation in PLER

Conventions of Standard English

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment

L 2.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (use collective nouns, form and use common irregular plural nouns, use reflexive pronouns, form and use the past tense of frequently occurring irregular verbs, use adjectives and adverbs, and choose between them modifying appropriately, Produce, expand, and rearrange complete simple and compound sentences	Direct instruction through worksheets, games, and centers with activities focused on particular convention that result in a product that can be evaluated Editing Daily oral language Kinesthetic sentences and paragraphs Brain pop Grammar picture books such as *Punctuation Takes Vacation*	Writing samples
L 2.2: Demonstrate command of the conventions of standard English of capitalization, punctuation, and spelling and writing •Capitalize holidays, product names, and geographic names •Use commas in greetings and closings of letters •Use an apostrophe to form contractions and possessives •Generalize learned spelling patterns when writing words • Use reference materials, including dictionaries, as needed to check and correct spelling L 2.3 Use what they know about language	Kinesthetic sentence and paragraph Writers Workshop Book adaptation Guided writing Linking art and writing activities Literature Logs Letter writing	Formal writing samples evaluated by rubric found in *Listening to Young Writers*

and conventions of languages when writing, speaking, reading, or listening • Compare formal and informal uses of English		

Vocabulary Acquisition and Use

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
L 2 .4 Find out or explain the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing many different strategies (Use sentence-level context clues for meaning and understanding, determine the meaning of a new word when a prefix is added to a known word, use known root words to determine new words, use knowledge of known words to predict the meanings of compound words, use glossaries and dictionaries to determine or clarify meanings of words and phrases.) L 2.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Small group reading instruction Directed lessons on homonyms and synonyms Building academic language word banks in each discipline (especially science and math) Defining words and finding other meanings during leveled reading groups Reading riddles Sorting and classifying activities Illustrating words Sentence building with spelling words	Work samples Documented conversation observations
L 2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Occurs across the curriculum in all subjects both verbally and in writing	Documented observation

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
ELA Reading: Literature **Key Ideas and Details**		
CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Literature circles, daily silent and oral reading, whole class discussion/lesson of text, story circle, small group discussion/lesson, direct instruction, Literature, literature Logs, stories, poetry, read aloud stories, text analysis, teacher created materials, literature library books such as *The Stories Julian Tells*	written responses oral responses use of primary text sources vocabulary and comprehension quizzes, benchmark assessments performance tasks teacher created assessment

		anecdotal records
CCSS.ELA-Literacy.RL.3.2 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.	Literature circles, read aloud, discussion of stories, whole group lesson, small group lesson, direct instruction, literature including fables, folktales, and myths, Reader's Theatre, character development tasks, story mapping, analysis of text elements, graphic organizers, lap books, teacher created materials	teacher created assessment written summary literature logs oral responses anecdotal records oral and written retelling of stories student created fables folktales and myths
CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Reading groups, literature circles, biography book projects, monthly book reports summaries and presentations, Reader's Theatre, whole group discussions of text, small group discussions, *Source Bank Grade 3,* character development, story mapping, analysis of text elements, graphic organizers, lap books, teacher created materials, daily silent and oral reading, story circle, direct instruction, literature, Literature Logs, stories, poetry, read aloud stories	written responses oral responses use of primary text sources vocabulary and comprehension quizzes benchmark assessments performance tasks teacher created assessment book project rubric literature logs oral response presentation rubric anecdotal records
Craft and Structure		
CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, vocabulary, literature circles, book club, reading groups, literature library books, read aloud, discussion of stories, small group lesson, direct instruction, literature logs, student	teacher created assessment written responses oral responses literature logs anecdotal records written and oral responses vocabulary quizzes

	dictionaries, vocabulary, key word cards	benchmark assessments
CCSS.ELA-Literacy.RL.3.5 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.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, literature circles, book club, reading groups, Reader's Theatre, *Rainbow Bridge and Santa Barbara Natural History Museum Teacher's Guide* Native American legends, character development, story mapping, analysis of text elements, graphic organizers, teacher created materials, read alouds, literature library books including poetry, student made poetry books, literature logs	written and oral responses literature logs anecdotal records presentation rubric class play performance anecdotal records
CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, read alouds, graphic organizers such as Venn diagrams	teacher created assessment oral and written responses graphic organizers
Integration of Knowledge and Ideas		
CCSS.ELA-Literacy.RL.3.7 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)	Literature circles, book club, reading groups, literature logs, whole group instruction, small group lessons/minilessons, whole group discussions and lessons, book projects and reports, graphic organizers, think-pair-share	Teacher created assessment responses in literature logs oral presentation of book projects book report rubric

(RL.3.8 not applicable to literature)		
CCSS.ELA-Literacy.RL.3.9 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)	Whole group instruction discussions and lessons, small group lessons/minilessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, graphic organizers such as Venn diagrams, text-to-self, text-to-text, text-to-world organizers	Teacher created assessment written responses oral responses literature logs anecdotal records graphic organizers
Range of Reading and Level of Text Complexity		
CCSS.ELA-Literacy.RL.3.10 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.	Literature Library, reading groups, literature circles, book club, book reports, Scholastic News, class discussions, vocabulary, response to literature, think-pair-share, graphic organizers such as *Sarah, Plain and Tall, Charlotte's Web,*	Reading samples literature logs book reports anecdotal records running record cued retelling
ELA Reading: Informational Texts		
Key Ideas and Details		
CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Whole group lesson, small group lesson, whole group discussions and lessons, *Scholastic News*, *Weekly Readers*, current events, reporter's notebook, Science texts (FOSS) including *Structures of Life, Magnetism and Electricity, Sun, Moon, and Stars*, Social	Teacher created assessment written summary oral responses anecdotal records rubric

	Studies text including *Santa Barbara Natural History Museum Teacher's Guide*, *Pioneer Days Teacher's Guide* and student books	
CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, summary writing, current events responses	Teacher created assessment written summary oral responses anecdotal records rubric
CCSS.ELA-Literacy.RI.3.3 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.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, Weekly Readers, Scholastic News, current events, reporter's notebook, field trip journals, Science texts (FOSS) including *Structures of Life, Magnetism and Electricity, Sun, Moon and Stars*, Social Studies text including *Santa Barbara Natural History Museum Teacher's Guide*, *Pioneer Days Teacher's Guide* and student books	teacher created assessment written summary oral responses anecdotal records rubric
Craft and Structure		
CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, class discussions, vocabulary, summary writing, graphic organizers Science texts including *Structures of Life, Magnetism and Electricity, Matter and Energy,* Scholastic News, Weekly Reader Magazine, think-pair-share, graphic organizers	teacher created assessment written summary oral responses anecdotal records

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, class discussions, think-pair-share, graphic organizers Local websites such as, *SB Museum of Natural History, SB Botanic Gardens, Santa Barbara Museum of Art, The Presidio, SB Mission, www.BrainpopJr.com*	teacher created assessment written summary oral responses anecdotal records rubric performances, field trip journals
CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.	Whole group instruction discussions and lessons, small group lessons/minilessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, graphic organizers such as Venn diagrams, text-to-self, text-to-text, text-to-world organizers	teacher created assessment anecdotal records graphic organizers Venn diagrams text-to-self text-to-text text-to-world organizers
Integration of Knowledge and Ideas		
CCSS.ELA-Literacy.RI.3.7 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).	Whole group instruction discussions and lessons, small group lessons/minilessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, graphic organizers such as Venn diagrams, text-to-self, text-to-text, text-to-world organizers, literature logs Geography centers, social studies materials	teacher created assessment written summary oral responses anecdotal records

CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Whole group instruction, discussions and lessons, small group lessons/minilessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, graphic organizers such as Venn diagrams, text-to-self, text-to-text, text-to-world organizers, Weekly Readers, Scholastic News, current events, reporter's notebook, field trip journals, Science texts (FOSS) including *Structures of Life, Magnetism and Electricity, Sun, Moon and Stars*, Social Studies text including *Santa Barbara Natural History Museum Teacher's Guide*, *Pioneer Days Teacher's Guide* and student books	teacher created assessment written summary graphic organizers oral responses anecdotal records
CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Whole group instruction, discussions and lessons, small group lessons/minilessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, graphic organizers such as Venn diagrams, text-to-self, text-to-text, text-to-world organizers, Weekly Readers, Scholastic News, current events, reporter's notebook, field trip journals, Science texts (FOSS) including *Structures of Life, Magnetism and Electricity, Sun, Moon and Stars*, Social Studies text including *Santa Barbara Natural History Museum Teacher's Guide*, *Pioneer Days Teacher's Guide* and student books	teacher created assessment written summary graphic organizers oral responses anecdotal records
Range of Reading and Level of		

Text Complexity		
CCSS.ELA-Literacy.RI.3.10 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.	Literature Library, reading groups, literature circles, book club, book reports, Scholastic News, class discussions, vocabulary, response to literature, think-pair-share, graphic organizers, literature such as *The Story of Ruby Bridges,From Seed to Plant, Martin Luther King Jr. and the March on Washington, So You Want to be President, Bat Loves Night, Drop of Water: A Book of Science and Wonder*	teacher created assessment written summary graphic organizers oral responses anecdotal records literature logs
ELA Reading: Foundational Skills		
Phonics and Word Recognition		
CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Interactive Journal, *Evan-Moor Grammar Rules*, Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, composition books, *Spectrum Language Arts* Gr. 3, *Spectrum Writing* Gr. 3, *Source Bank* Gr. 3, spelling tests, teacher created materials, think-pair-share, graphic organizers, Project Read	teacher created assessment written responses anecdotal records *Burns and Roe Informal Reading Inventory California Governor's Reading Initiative* weekly spelling test
CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	Interactive Journal, *Evan-Moor Grammar Rules*, whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, composition books, *Spectrum*	teacher created assessments oral responses anecdotal records *Burns and Roe Informal Reading Inventory, California Governor's Reading Initiative*

	Language Arts Gr. 3, *Spectrum Writing* Gr. 3, *Source Bank* Gr. 3, spelling tests, teacher created materials, think-pair-share, graphic organizers, Project Read	weekly spelling test
CCSS.ELA-Literacy.RF.3.3b Decode words with common Latin suffixes.	Interactive journals, *Evan-Moor Grammar Rules,* teacher created materials, Project Read, reading group, *Spectrum Language Arts* Gr 3, *Spectrum Writing* Gr. 3, *Source Bank* Gr. 3	teacher created assessments, oral responses, anecdotal records, *Burns and Roe Informal Reading Inventory* *California Governor's Reading Initiative* weekly spelling test
CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words.	Interactive journals, *Evan-Moor Grammar Rules,* teacher created materials, Project Read, reading group, *Spectrum Language Arts* Gr 3, *Spectrum Writing* Gr. 3, *Source Bank* Gr. 3	teacher created assessments oral responses anecdotal records reading samples *Burns and Roe Informal Reading Inventory* *California Governor's Reading Initiative* weekly spelling test
CCSS.ELA-Literacy.RF.3.3d Read grade-appropriate irregularly spelled words.	Interactive journals, *Evan-Moor Grammar Rules,* teacher created materials, Project Read, reading group, *Spectrum Language Arts* Gr 3, *Spectrum Writing* Gr. 3, *Source Bank* Gr. 3	teacher created assessments oral responses anecdotal records *Burns and Roe Informal Reading Inventory* *California Governor's Reading Initiative* weekly spelling test
Fluency		
CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to	Whole group lessons, small group lessons, minilessons, direct instruction, *Read Naturally* fluency, Literature circles, book club, reading	teacher created assessment *Read Naturally* fluency rates anecdotal records running

support comprehension.	group	record cued retelling
CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.	Whole group lessons, small group lessons, minilessons, direct instruction, Literature circles, book club, reading group, teacher created materials	teacher created assessment anecdotal records running records *Burns and Roe Informal Reading Inventory* *California Governor's Reading Initiative*
CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Whole group lessons, small group lessons, minilessons, direct instruction, Literature circles, reading group, book club, teacher created materials	teacher created assessment anecdotal records oral presentations rubrics running record cued retelling *Burns and Roe Informal Reading Inventory* *California Governors Reading Initiative*
CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Whole group lessons, small group lessons, minilessons, direct instruction, Literature circles, book club, reading group, teacher created materials	teacher created assessment anecdotal records oral presentations rubrics running record cued retelling *Burns and Roe Informal Reading Inventory* *California Governors Reading Initiative*
Writing		
Text Types and Purposes		
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks,	written responses paragraph writing rough draft and final draft writing stories

reasons.	literature logs, Weekly Writing, Writer's Workshop, composition books, journal prompts, color-coded paragraph, teacher created materials, graphic organizers	rubrics benchmark assessments teacher made tests anecdotal records rubric teacher created assessment
CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks, kinesthetic paragraph literature logs, Weekly Writing, Writer's Workshop, composition books, journal prompts, teacher created materials,, color-coded paragraph, graphic organizers	written responses paragraph writing rough draft and final draft writing stories rubrics benchmark assessments anecdotal records rubric
CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks ,literature logs, non-fiction writing, Weekly Writing, Writer's Workshop, composition books, journal prompts, teacher created materials, color-coded paragraph, graphic organizers Writing in other subjects: math, science, social studies, self-reflection Science response sheets, social studies response, math writing related to strategies, process	written responses paragraph writing rough draft and final stories rubrics benchmark assessments, oral and written responses as well in writing, science, social studies, math anecdotal records

	student portfolios	
CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Whole group instruction, small group lessons, minilessons, persuasive writing tasks, summary writing, response to literature tasks, weekly writing Teacher created materials, composition books, color-coded paragraph, graphic organizers Science response sheets, social studies response, math writing related to strategies, process, hamburger paragraph organizer	written responses paragraph writing rough draft and final stories rubrics benchmark assessments, oral and written responses as well in writing, science, social studies, math
CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks, weekly writing, paragraph writing, kinesthetic paragraph, color-coded paragraphs, teacher created materials, composition books, graphic organizers, hamburger paragraph organizer	written responses paragraph writing rough draft and final draft writing stories rubrics benchmark assessments, oral responses oral reports book presentations
CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Whole group instruction, small group lessons/minilessons, summary writing tasks in literature as well as math, science, social studies, response to literature, Gold Rush simulation Science texts (FOSS) including *Structures of Life, Magnetism and Electricity, Sun, Moon and Stars*, Social Studies text including *Santa*	literature logs writing rubrics teacher made materials book presentations teacher created assessment

	Barbara Natural History Museum Teacher's Guide, *Pioneer Days Teacher's Guide* and student books, Color-coded paragraph, graphic organizers	
CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Whole group instruction, small group lessons/mini-lessons in language arts, as well as science and social studies Think-pair-share Sequencing tasks Report writing Biography, autobiography, presentations, Science Fair	written responses paragraph writing rough draft and final draft writing stories rubrics teacher made tests anecdotal records rubric
CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks Writing in other subjects: math, science, social studies, self-reflection Literature logs, writing response to literature, non-fiction writing Chumash reports, Science Fair Literature response logs	written responses paragraph writing rough draft and final draft writing stories rubrics benchmark assessments oral and written responses as well in writing, science, social studies, math anecdotal records
CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Whole group instruction, small group lessons/mini-lessons, salsa sentences, whole groups parts of speech games, *G.R.O.W. Parts of Speech* teacher guide teacher created materials Interactive Journals	oral and written responses anecdotal records

CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.	Whole group instruction, small group lessons/mini-lessons, in language arts, as well as science and social studies Think-pair-share Sequencing tasks Report writing Biography, autobiography, presentations, Mathematician's Expedition, Science Fair Science texts (FOSS) including *Structures of Life, Magnetism and Electricity, Sun, Moon and Stars*, Social Studies text including *Santa Barbara Natural History Museum Teacher's Guide*, *Pioneer Days Teacher's Guide* and student books, Color-coded paragraph, graphic organizers	written responses paragraph writing rough draft and final draft story writing rubrics benchmark assessments oral and written responses as well in writing, science, social studies, math, book reports
CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Weekly writing, journal writing, Writer's Workshop, multi-paragraph writing, whole group lessons, small group lessons, minilessons, peer editing, student self-editing, composition books, journals, teacher created materials	written responses paragraph writing rough draft and final draft writing stories rubrics anecdotal records student checklists/peer editing teacher created assessment benchmark Assessments
CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Writer's Workshop, weekly writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons, graphic organizers Peer editing, student self-editing Composition books, graphic organizers, teacher	written responses paragraph writing rough draft and final draft writing stories rubrics graphic organizers anecdotal records

	created materials Graphic Novels, Tall Tales, Fairy Tales	
CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Writer's Workshop, weekly writing, journal writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons Composition books, graphic organizers, teacher created materials sequencing lessons, worksheets Graphic Novels, Tall Tales, Fairy Tales	written responses rubrics anecdotal records final draft Student Treasure book checklist
CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.	Weekly writing, journal writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons, timelines, graphic organizers, story mapping/story sequence Composition books, graphic organizers, teacher created materials sequencing lessons	anecdotal records final draft writing checklists
CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.	Timelines, graphic organizers, story mapping/story sequence, storytelling, color-coded paragraph, summary, response to literature, whole class discussion with individual students summarizing field trip and presentation journals Graphic Novels teacher created materials	written responses paragraph writing rough draft and final draft writing stories rubrics graphic organizers anecdotal records peer editing student self-editing
Production and Distribution of Writing		
CCSS.ELA-Literacy.W.3.4 With	Whole group lessons, small group lessons,	written responses

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 above.)	minilessons, timelines, graphic organizers, story mapping/story sequence Poetry Graphic Novels, Fairy Tales, Tall Tales Composition Books Field Trip Journals, Summary of field trips Written responses to science, math, social studies readings Chumash reports, Mathematician's Expedition, Science Fair	paragraph writing rough draft and final draft writing Rubrics benchmark assessments oral and written responses as well in writing, science, social studies, math anecdotal records book reports--oral and written teacher created assessment
CCSS.ELA-Literacy.W.3.5 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 here.)	Writer's Workshop, Whole group lesson, mini-lessons, student self-editing, peer-editing, weekly writing including rough drafts and final drafts, Student Treasure poetry books, Tall Tales, Fairy Tales, or Autobiography books Composition books, teacher created materials, self-editing rubrics	written responses paragraph writing rough draft and final draft writing stories rubrics graphic organizers anecdotal records benchmark assessment teacher created assessment
CCSS.ELA-Literacy.W.3.6 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.	Whole group lesson, mini-lessons, weekly writing, Writer's Workshop publishing, dictation, book report writing, composition books, Mavis Beacon Typing	student self-assessment teacher created Assessment anecdotal records observation
Research to Build and Present Knowledge		

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.	*My Santa Barbara* books, Native American reports, Biography reports/projects, Science investigations, Science Fair projects, animal reports, Mathematician's Expedition write-up, Field Trip Journals Summary of field trips Written responses to science, math, social studies reading Chumash reports	anecdotal notes rubrics checklists written responses oral presentation of project rough draft and final drafts of writing teacher created assessment
CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Journal writing, Field Trip journals, note taking/note making, outlines, sequencing, story mapping, think-pair-share, graphic organizers, whole group lessons, small group lessons, minilessons, Biography reports, Chumash reports, Animal reports	anecdotal notes rubrics written responses oral presentation of project rough draft and final drafts of writing checklists teacher created assessment
(W.3.9 begins in grade 4)		
Range of Writing		
CCSS.ELA-Literacy.W.3.10 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.	Weekly writing, Writer's Workshop, journal writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons, timelines, graphic organizers, story mapping/story, rough drafts, peer editing, student self-editing, composition books, Mathematician's Expedition, Science Fair, Chumash report/project, Tall Tales, Fairy Tales,	written responses, paragraph writing, rough draft and final draft writing, rubrics benchmark assessments, oral and written responses as well in writing, science, social studies, math anecdotal records book reports--oral and written

	Biography reports, animal reports	
ELA Speaking & Listening		
Comprehension and Collaboration		
CCSS.ELA-Literacy.SL.3.1 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.	Whole group lessons, small group lessons, minilessons, daily circle time, class meetings, reading groups, math congresses, discussions, student issues, picture books, reading groups, literature, current events Oral summary of field trips and verbal responses to science, math, social studies reading CLM Mathematics FOSS Science Conflict mediation, reflective listening, I-messages	oral Book Reports peer review/feedback conflict mediation reflective listening anecdotal notes peer feedback teacher created assessment
CCSS.ELA-Literacy.SL.3.1a 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.	Whole group lessons, small group lessons, minilessons, book club/reading group, book report presentations, class meetings, literature logs, teacher created materials, debates, oral arguing on a topic in math, science, social studies, literature, or current events	anecdotal notes peer feedback restating and rephrasing other people's points of view
CCSS.ELA-Literacy.SL.3.1b 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).	Whole group lessons, small group lessons, minilessons, conversations, classroom rules, classroom chores, raising hands, sharing, questioning, class meetings Stand Tall, SuperFlex Social Thinking, Conflict Resolution, class meetings	anecdotal notes peer feedback restating and rephrasing other people's points of view

	teacher created materials	
CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Whole group lessons, small group lessons, minilessons, class meetings, book reports presentations, orally responding to literature/class discussions, class debates Book Report assignment, Scholastic News, Literature Library books	anecdotal notes peer feedback restating and rephrasing other people's points of view students write and ask questions of their peers
CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.	Whole group lessons, small group lessons, minilessons, class meetings, discussions sentence stems for arguing and disagreeing with respect	observations anecdotal records peer feedback
CCSS.ELA-Literacy.SL.3.2 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.	Whole group lessons, small group lessons, mini-lessons, reading groups presentations, class meetings	anecdotal records observations
CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Whole group lessons, small group lessons, minilessons, presentations, field trips, PowerPoint, sharing work on the doc camera, field trip and presentation journal	observations anecdotal records
Presentation of Knowledge and Ideas		
CCSS.ELA-Literacy.SL.3.4 Report on	Whole group lessons, small group lessons,	anecdotal records

a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	minilessons, class meetings, formal book project presentations, discussions	observations teacher created assessment
CCSS.ELA-Literacy.SL.3.5 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.	Writer's Workshop, weekly writing through music and visual aides, salsa sentences, composition books, class discussions, small group discussions, guest presentations	rubrics writing samples
CCSS.ELA-Literacy.SL.3.6 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 here for specific expectations.)	Whole group lessons, small group lessons, minilessons, direct instruction, formal book report presentations, small group discussions, formal poetry presentations, Reader's Theatre, Literature Logs, teacher created materials, composition books, weekly writing	rubrics anecdotal records teacher created assessment
ELA Language		
Conventions of Standard English		
CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, weekly homework Literature logs, small group instruction, whole	written responses paragraph writing rough draft and final draft writing composition books rubrics

	group instruction, minilessons, metacognition strategies, written and oral responses to literature, teacher created materials	writing samples students work anecdotal records observation benchmark assessment teacher created assessment student portfolio
CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Whole group lessons, small group lessons, minilessons, direct instruction, Interactive Journal, parts of speech games, weekly writing, *Daily Oral Language*, *G.R.O.W. Parts of Speech,* worksheets, *Evans-Moor Grammar Rules*, composition books, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.	Whole group lessons, small group lessons, minilessons, direct instruction, Interactive Journal, *Daily Oral Language, G.R.O.W. Parts of Speech, Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment

CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., childhood).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal,*Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Whole group lessons, minilessons, teacher created materials, composition books, salsa sentences, *Daily Oral Language,* Interactive Journal,*Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records

		observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal,*Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1h Use coordinating and subordinating conjunctions.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*,	written responses paragraph writing rough draft and final draft writing composition books

	Source Bank Gr. 3, teacher created materials	rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.1i Produce simple, compound, and complex sentences.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, oral presentations, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment

CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2b Use commas in addresses.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2c Use commas and quotation marks in dialogue.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records

		observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2d Form and use possessives.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, oral presentations, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	weekly spelling quiz written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2f Use	Whole group lessons, small group lessons,	weekly spelling quiz

spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	minilessons, direct instruction, teacher created materials, Interactive Journal, *Spectrum Language Arts Gr. 3*, *Spectrum Writing Gr. 3*, *Source Bank Gr. 3*, teacher created materials	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, Weekly Writing, Writer's Workshop, dictionaries	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
Knowledge of Language		
CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, Writer's Workshop, teacher created materials, Literature logs, meta-cognition strategies,	written and oral responses paragraph writing rough draft and final draft writing rubrics oral responses anecdotal records

	Written responses to literature	
CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.*	Whole group lessons, small group lessons, minilessons, direct instruction	written and oral responses paragraph writing rough draft and final draft writing rubrics oral responses anecdotal records
CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	Class meetings, discussions, formal book report presentations, class debates, *Stand Tall,* metacognition strategies, awareness of audience, audience skills	written and oral responses paragraph writing rough draft and final draft writing rubrics anecdotal records
Vocabulary Acquisition and Use		
CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Whole group lessons, small group lessons, minilessons, direct instruction, Interactive Journal, Writer's Workshop, teacher created materials, Literature logs, meta-cognition strategies, Written responses to literature	written responses paragraph writing rough draft and final draft writing composition books rubrics writing samples students work anecdotal records observation benchmark assessment teacher created assessment
CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, meta-cognition strategies, oral and written responses to literature	anecdotal records teacher created assessment oral response

CCSS.ELA-Literacy.L.3.4b 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).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Interactive Journal, Literature logs, meta-cognition strategies, oral and written responses to literature	anecdotal records teacher created assessment oral response
CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials	anecdotal records teacher created assessment oral response
CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, dictionaries, thesaurus	anecdotal records teacher created assessment oral response
CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, oral and written responses to literature	anecdotal records teacher created assessment oral response written responses
CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, oral and written responses to literature	anecdotal records teacher created assessment oral response written responses

CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, oral and written responses to literature	anecdotal records teacher created assessment oral response written responses
CCSS.ELA-Literacy.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, oral and written responses to literature	anecdotal records teacher created assessment oral response written responses
CCSS.ELA-Literacy.L.3.6 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).	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, oral and written responses to literature, Interactive Journal, Literature logs, meta-cognition strategies	anecdotal records teacher created assessment oral response written responses

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Reading: Literature		
Key Ideas and Details		
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Daily reading both aloud and silently, story circle, whole class discussion, small group instruction, literature logs, text analysis, teacher created materials, literature library books such as *Bud, Not Buddy*	oral response literature log written response written summary performance task teacher created assessment anecdotal records

		Burns and Roe Informal Reading Inventory, California Governor's Reading Initiative
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Reading group, poetry, poetry performance, writing summaries, small and whole group discussion, color-coded paragraph, literature, read-aloud stories and poetry, informational text, class plays, Reader's Theatre, character development tasks, story mapping, analysis of text elements, graphic organizers, lap books, teacher created materials	teacher created assessment written summary literature logs oral responses anecdotal records
CCSS.ELA-Literacy.RL.4.3 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).	Reading group, biography book report, monthly book reports summaries and presentations, Reader's Theatre, whole group discussions, small group discussions, *Source Bank Grade 4,* character development, story mapping, analysis of text elements, graphic organizers, lap books, teacher created materials	teacher created assessment book report rubric literature logs oral response presentation rubric anecdotal records *Burns and Roe Informal Reading Inventory, California Governor's Reading Initiative*
Craft and Structure		
CCSS.ELA-Literacy.RL.4.4 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).	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons,vocabulary, Literature circles, book club, reading groups, literature library books	teacher created assessment written responses oral responses literature logs anecdotal records
CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems,	Whole group instruction, small group lessons/minilessons, whole group discussions and	oral presentations presentation rubric

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.	lessons, Literature circles, book club, reading groups, Reader's Theatre, *Keepers of the Earth* Native American legends, character development, story mapping, analysis of text elements, graphic organizers, teacher created materials	class play performance anecdotal records
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, graphic organizers, teacher created materials, reading groups, literature circles, book clubs, graphic organizers such as Venn diagrams	teacher created assessment oral and written responses graphic organizers
Integration of Knowledge and Ideas		
CCSS.ELA-Literacy.RL.4.7 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.	Literature circles, book club, reading groups, Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, book projects and reports	teacher created assessment oral presentation of book projects and reports, book report rubric
(RL.4.8 not applicable to literature)		
Range of Reading and Level of Text Complexity		
CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the	Literature Library, reading groups, literature circles, book club, book reports, Scholastic News, class discussions, vocabulary, response to literature, think-pair-share, graphic organizers	Reading samples literature logs book reports response to literature essay

grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		rubric
Reading Informational Text		
Key Ideas and Details		
CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, Scholastic News, Weekly Readers, current events, reporter's notebook, Social Studies textbook *Oh, California!,* Science texts including *Structures of Life, Magnetism and Electricity, Matter and Energy*	teacher created assessment written summary oral responses anecdotal records rubric
CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, summary writing, current events responses,	teacher created assessment written summary oral responses anecdotal records rubric
CCSS.ELA-Literacy.RI.4.3 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.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, Weekly Readers, Scholastic News, current events, reporter's notebook, field trip journals, Social Studies textbook *Oh, California!,* Science texts including *Structures of Life, Magnetism and Electricity, Matter and Energy*	teacher created assessment written summary oral responses anecdotal records rubric
Craft and Structure		
CCSS.ELA-Literacy.RI.4.4	Whole group instruction, small group	teacher created assessment

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	lessons/minilessons, whole group discussions and lessons, class discussions, vocabulary, summary writing, graphic organizers Social Studies textbook *Oh, California!,* Science texts including *Structures of Life, Magnetism and Electricity, Matter and Energy,* Scholastic News, Weekly Reader Magazine, think-pair-share, graphic organizers	written summary oral responses anecdotal records
CCSS.ELA-Literacy.RI.4.5 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.	Literature Library non-fiction, reading groups, literature circles, book club, book reports, Scholastic News, Weekly Reader Magazine, class discussions, vocabulary, graphic organizers	teacher created assessment written summary graphic organizers oral responses anecdotal records
CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, class discussions, Social Studies textbook *Oh, California!,* compared to historical fiction texts, such as *By the Great Horned Spoon,* written responses, teacher created materials	teacher created assessment written summary graphic organizers oral responses anecdotal records
Integration of Knowledge and Ideas		
CCSS.ELA-Literacy.RI.4.7 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	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, class discussions For example: Social Studies textbook *Oh, California!,* compared to historical fiction texts, such as *By the Great Horned Spoon,* written responses, teacher created materials, field trip journals, think-	teacher created assessment written summary oral responses anecdotal records rubric performances field trip journals

contributes to an understanding of the text in which it appears.	pair-share, graphic organizers Local websites such as, *SB Museum of Natural History, SB Botanic Gardens, Santa Barbara Museum of Art, The Presidio, SB Mission,*	
CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, class discussions For example: Social Studies textbook *Oh, California!* compared to historical fiction texts, such as *By the Great Horned Spoon,* written responses, teacher created materials	teacher created assessment written summary oral responses anecdotal records rubric
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons, class discussions For example: Social Studies textbooks *Oh, California!* compared to historical fiction texts, such as *By the Great Horned Spoon,* written responses, teacher created materials Science texts including *Structures of Life, Magnetism and Electricity, Matter and Energy,* Scholastic News, Weekly Reader Magazine, compared to other primary sources, think-pair-share, graphic organizers	teacher created assessment written summary oral responses anecdotal records rubric
Range of Reading and Level of Text Complexity		
CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5	For example: Social Studies textbooks *Oh, California!* compared to historical fiction texts, such as *By the Great Horned Spoon,* written responses, teacher created materials	teacher created assessment written summary oral responses anecdotal records rubric

text complexity band proficiently, with scaffolding as needed at the high end of the range.	Science texts including *Structures of Life, Magnetism and Electricity, Matter and Energy,* Scholastic News, Weekly Reader Magazine, compared to other primary sources	*Burns and Roe Informal Reading Inventory, California Governors Reading Initiative*
Reading: Foundational Skills		
Phonics and Word Recognition		
CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Interactive Journal, *Evan-Moore Grammar Rules*, Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, composition books, *Spectrum Language Arts* Gr. 4, *Spectrum Writing* Gr. 4, Source Bank Gr. 4, teacher created materials, think-pair-share, graphic organizers	teacher created assessment written responses anecdotal records weekly spelling tests *Burns and Roe Informal Reading Inventory, California Governor's Reading Initiative*
CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Interactive Journal, *Evan-Moore Grammar Rules*, Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, composition books, *Spectrum Language Arts* Gr. 4, *Spectrum Writing* Gr. 4, Source Bank Gr. 4, teacher created materials, think-pair-share, graphic organizers	teacher created assessment oral responses weekly spelling tests anecdotal records reading samples *Burns and Roe Informal Reading Inventory, California Governor's Reading Initiative*
Fluency		
CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	Whole group lessons, small group lessons, minilessons, direct instruction, *Read Naturally* fluency, Literature circles, book club, reading group	Teacher created assessment *Read Naturally* fluency rates anecdotal records running record

		cued retelling
CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.	Whole group lessons, small group lessons, minilessons, direct instruction, Literature circles,book club, reading group, teacher created materials	teacher created assessment anecdotal records running records *Burns and Roe Informal Reading Inventory,* *California Governor's Reading Initiative*
CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Whole group lessons, small group lessons, minilessons, direct instruction, Literature circles, reading group, book club, teacher created materials	teacher created assessment anecdotal records oral presentations rubrics running record cued retelling *Burns and Roe Informal Reading Inventory,* *California Governors Reading Initiative*
CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Whole group lessons, small group lessons, minilessons, direct instruction, Literature circles,book club, reading group, teacher created materials	teacher created assessment anecdotal records oral presentations rubrics running record cued retelling *Burns and Roe Informal Reading Inventory,* *California Governors Reading Initiative*
Writing		

Text Types and Purposes		
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks Literature logs, Weekly writing, persuasive essay prompts, journal prompts, teacher created materials, composition books, color-coded paragraph, graphic organizers.	written responses paragraph writing rough and final draft writing stories rubrics benchmark assessments teacher made tests anecdotal records rubric teacher created assessment
CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks, kinesthetic paragraph Literature logs, Weekly writing, journal prompts, teacher created materials, composition books, color-coded paragraph, graphic organizers	written responses paragraph writing rough and final draft writing stories rubrics benchmark assessments anecdotal records rubric
CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks Writing in other subjects: math, science, social studies, self-reflection Literature logs, non-fiction writing Weekly writing, journal prompts, teacher created materials, composition books, color-coded paragraph, graphic organizers Science response sheets, social studies response, math writing related to strategies, process	written responses paragraph writing rough and final draft writing stories rubrics benchmark assessments oral and written responses in writing, science, social studies and math anecdotal records

	student portfolios	
CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks, weekly writing Teacher created materials, composition books, color-coded paragraph, graphic organizers Science response sheets, social studies response, math writing related to strategies, process	oral and written responses in writing, science, social studies and math
CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks, weekly writing, paragraph writing, kinesthetic paragraph, color-coded paragraphs, Teacher created materials, composition books, graphic organizers	written responses paragraph writing rough and final draft writing, stories rubrics benchmark assessments oral responses oral reports book presentations
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Whole group instruction, small group lessons/minilessons, summary writing tasks in literature as well as math, science, social studies, response to literature, Gold Rush simulation FOSS science texts: *Magnetism and Electricity, Structures of Life, Matter and Energy* Color-coded paragraph, graphic organizers	literature logs writing rubrics teacher made materials book presentations teacher created assessment
CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting	Whole group instruction, small group lessons/mini-lessons in language arts, as well as science and social studies Think-pair-share	written responses paragraph writing rough and final draft writing stories

(e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Sequencing tasks Report writing Biography, autobiography, presentations, Mathematician's Expedition, Science Fair Gold Rush simulation writing	rubrics teacher made tests anecdotal records rubric
CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks Writing in other subjects: math, science, social studies, self-reflection Literature logs, writing response to literature, non-fiction writing California Mission reports, Mathematician's Expedition, Science Fair Literature response logs	written responses paragraph writing rough and final draft writing stories rubrics benchmark assessments oral and written responses in writing, science, social studies and math anecdotal records
CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Whole group instruction, small group lessons/mini-lessons, salsa sentences, whole groups parts of speech games, *G.R.O.W. Parts of Speech* teacher guide teacher created materials	oral and written responses anecdotal records
CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Whole group instruction, small group lessons/mini-lessons, in language arts, as well as science and social studies Think-pair-share Sequencing tasks Report writing Biography, autobiography, presentations, Mathematician's Expedition, Science Fair "Interact" Gold Rush simulation writing FOSS science: *Magnetism and Electricity, Structures of Life, Matter and Energy,*	oral and written responses in writing, science, social studies, math oral presentations rubrics

	Color-coded paragraph, graphic organizers	
CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.	Whole group instruction, small group lessons/minilessons, persuasive writing tasks, summary writing, response to literature tasks color-coded paragraph, California Mission reports, Mathematician's Expedition, Science Fair Literature response logs Book reports--oral and written	written responses paragraph writing writing--rough and final drafts stories rubrics benchmark assessments oral and written responses in writing, science, social studies, math, book reports anecdotal records
CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Weekly writing, journal writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons Peer editing, student self-editing Composition books, journals, teacher created materials	written responses paragraph writing writing--rough and final drafts stories rubrics anecdotal records student checklists/peer editing teacher created assessment benchmark assessments
CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Weekly writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons, graphic organizers Peer editing, student self-editing Composition books, graphic organizers, teacher created materials Graphic Novels	written responses paragraph writing writing--rough and final drafts stories rubrics graphic organizers anecdotal records
CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop	Weekly writing, journal writing, multi-paragraph writing, whole group lessons, small group lessons,	written responses rubrics

experiences and events or show the responses of characters to situations.	minilessons Composition books, graphic organizers, teacher created materials sequencing lessons, worksheets Graphic Novels	anecdotal records final draft Student Treasure book checklist
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	Weekly writing, journal writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons, timelines, graphic organizers, story mapping/story sequence Composition books, graphic organizers, teacher created materials sequencing lessons	anecdotal records final draft writing checklists
CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Timelines, graphic organizers, story mapping/story sequence, show not tell lessons, salsa sentences, teacher created materials	written responses paragraph writing writing--rough and final drafts anecdotal records
CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.	storytelling, color-coded paragraph, summary, response to literature,whole class discussion with individual students summarizing field trip and presentation journals Graphic Novels teacher created materials	written responses paragraph writing writing--rough and final drafts stories rubrics graphic organizers anecdotal records peer editing student self-editing
Production and Distribution of Writing		
CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which	Whole group lessons, small group lessons, minilessons, timelines, graphic organizers, story	written responses paragraph writing

the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	mapping/story sequence, Personal Mandalas Poetry Graphic Novels Composition Books Field Trip Journals Summary of field trips Written responses to science, math, social studies reading California Mission reports, Mathematicians Expedition, Science Fair	writing--rough and final drafts rubrics benchmark assessments oral and written responses in writing, science, social studies, math anecdotal records book reports--oral and written teacher created assessment
CCSS.ELA-Literacy.W.4.5 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 4 here.)	Whole group lesson, mini-lessons, student self-editing, peer-editing, weekly writing including rough drafts and final drafts, Student Treasure poetry books or superhero Graphic Novel Composition books, teacher created materials, self-editing rubrics	benchmark assessment written responses paragraph writing rough draft and final draft writing stories rubrics graphic organizers anecdotal records teacher created assessment
CCSS.ELA-Literacy.W.4.6 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.	Whole group lesson, mini-lessons, weekly writing, dictation, book report writing, composition books, Mavis Beacon Typing	student self-assessment anecdotal records teacher created assessment observation

Research to Build and Present Knowledge		
CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*My California* books, Native American reports, Biographies, Science investigations, Science Fair projects, Mathematician's Expedition Composition Books Biography reports/projects Summary of field trips Written responses to science, math, social studies reading California Mission reports	anecdotal notes rubrics checklists written responses oral presentation of project writing--rough and final drafts teacher created assessment
CCSS.ELA-Literacy.W.4.8 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.	Journal writing, Field Trip journals, note taking/note making, outlines, sequencing, story mapping, think-pair-share, graphic organizers, whole group lessons, small group lessons, minilessons, Composition Books Field Trip Journals Summary of field trips Written responses to science, math, social studies reading California Mission reports, Mathematician's Expedition, Science Fair	anecdotal notes rubrics written responses oral presentation of project rough draft and final drafts of writing checklists teacher created assessment
CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Reading historical fiction, Interact *Gold Rush* Simulation, By the *Great Horn Spoon, Scholastic News, Oh, California* text	anecdotal notes rubrics checklists written responses oral presentation of project writing--rough and final drafts teacher created assessment
CCSS.ELA-Literacy.W.4.9a Apply	book report projects (diorama, story cube, data	anecdotal notes

grade 4 Reading standards to literature (e.g., “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].”).	disk, biography costume, etc.) reading Independently, whole class or small group reading, simulations, Reader’s Theatre, class plays *Interact Gold Rush* simulation, book report assignment(s) Reader’s Theatre *Stand Tall* role play Literature Logs Written responses to literature teacher created materials, debates, oral arguing on a topic	rubrics checklists written responses oral presentation of project writing--rough and final drafts
CCSS.ELA-Literacy.W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Literature logs, small group instruction, whole group instruction, minilessons, meta-cognition strategies Literature Logs Written responses to literature teacher created materials, debates, oral arguing on a topic	written responses paragraph writing writing--rough and final drafts rubrics anecdotal records
Range of Writing		
CCSS.ELA-Literacy.W.4.10 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.	Weekly writing, journal writing, multi-paragraph writing, whole group lessons, small group lessons, minilessons, timelines, graphic organizers, story mapping/story, rough drafts, peer editing, student self-editing, composition books, Mathematician’s Expedition, Science Fair, California Mission report/project	written responses paragraph writing writing--rough and final drafts rubrics benchmark assessments oral and written responses in writing, science, social studies, math anecdotal records book reports--oral and written

Speaking and Listening		
Comprehension and Collaboration		
CCSS.ELA-Literacy.SL.4.1 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.	Whole group lessons, small group lessons, minilessons, daily circle time, class meetings, reading groups, math congresses, discussions student issues picture books reading groups literature current events Oral summary of field trips and verbal responses to science, math, social studies reading CLM Mathematics FOSS Science conflict mediation reflective listening I-messages	oral book reports peer review/feedback conflict mediation reflective listening anecdotal notes peer feedback teacher created assessment
CCSS.ELA-Literacy.SL.4.1a 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.	Whole group lessons, small group lessons, minilessons, book club/reading group, book report presentations, class meetings literature logs, teacher created materials, debates, oral arguing on a topic in math, science, social studies, literature, or current events	anecdotal notes peer feedback restating and rephrasing other people's points of view
CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	Whole group lessons, small group lessons, minilessons, conversations, classroom rules, classroom chores, raising hands, sharing, questioning, class meetings Stand Tall, SuperFlex Social Thinking, Conflict	anecdotal notes peer feedback restating and rephrasing other people's points of view

	Resolution, class meetings teacher created materials	
CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Whole group lessons, small group lessons, minilessons, class meetings, book reports presentations, orally responding to literature/class discussions, class debates Book Report assignment, Scholastic News, Literature Library Books	anecdotal notes peer feedback restating and rephrasing other people's points of view students write and ask questions of their peers
CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Whole group lessons, small group lessons, minilessons, class meetings, discussions sentence stems for arguing and disagreeing with respect	observations anecdotal records
CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Whole group lessons, small group lessons, mini-lessons, reading groups presentations, field trips, PowerPoint, sharing work on the doc camera,	observations anecdotal records
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Whole group lessons, small group lessons, minilessons, presentations, field trips, PowerPoint, sharing work on the doc camera, field trip and presentation journal	observations anecdotal records
Presentation of Knowledge and Ideas		
CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an	Whole group lessons, small group lessons, minilessons, class meetings, formal book project presentations, discussions	anecdotal records observations teacher created assessment

organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Weekly writing through music and visual aides, salsa sentences, composition books, class discussions, small group discussions, CAMA presentations	writing samples rubric
CCSS.ELA-Literacy.SL.4.6 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 here for specific expectations.)	Whole group lessons, small group lessons, minilessons, direct instruction, formal book report presentations, small group discussions, formal poetry presentations, Reader's Theatre, Literature Logs, teacher created materials, composition books, weekly writing	rubrics anecdotal records teacher created assessment
Language		
Conventions of Standard English		
CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing	Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, weekly homework	written responses paragraph writing writing--rough and final drafts rubrics

or speaking.	Literature logs, small group instruction, whole group instruction, minilessons, metacognition strategies Written and oral responses to literature teacher created materials	writing samples students work anecdotal records observation teacher created assessment
CCSS.ELA-Literacy.L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, *Daily Oral Language*, *G.R.O.W. Parts of Speech,* worksheets, *Evans-Moor Grammar Rules*, composition books, *Spectrum Language Arts Gr. 4*, *Spectrum Writing Gr. 4*, *Source Bank Gr. 4*, teacher created materials	written responses paragraph writing writing--rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Whole group lessons, small group lessons, minilessons, direct instruction, *Daily Oral Language, G.R.O.W. Parts of Speech*	written responses paragraph writing writing--rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Whole group lessons, small group lessons, minilessons, direct instruction	written responses paragraph writing writing--rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Whole group lessons, small group lessons, minilessons, direct instruction	written responses paragraph writing writing--rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.	Whole group lessons, minilessons, teacher created materials, composition books, salsa sentences,	written responses, paragraph writing, rough draft and final

	Daily Oral Language	draft writing, rubrics anecdotal records
CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Whole group lessons, minilessons, teacher created materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	written responses, paragraph writing, rough draft and final draft writing, rubrics anecdotal records
CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*	Whole group lessons, minilessons, teacher created materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	spelling quiz Written responses, paragraph writing, anecdotal records
CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Whole group lessons, minilessons, teacher created materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	spelling quiz written responses, paragraph writing, rough draft and final draft writing, rubrics anecdotal records teacher created assessment
CCSS.ELA-Literacy.L.4.2a Use correct capitalization.	Whole group lessons, minilessons, teacher created materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	written responses paragraph writing writing -rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	Whole group lessons, minilessons, teacher created materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	written responses paragraph writing writing -rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.2c Use a	Whole group lessons, minilessons, teacher created	written responses

comma before a coordinating conjunction in a compound sentence.	materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	paragraph writing writing -rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	Whole group lessons, minilessons, teacher created materials, composition books, weekly writing student self editing, peer editing, *Daily Oral Language*	written responses paragraph writing writing -rough and final drafts rubrics anecdotal records spelling quiz
Knowledge of Language		
CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Literature logs, meta-cognition strategies Written responses to literature	written and oral responses paragraph writing writing -rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.*	Whole group lessons, small group lessons, minilessons, direct instruction	written and oral responses, paragraph writing, rough draft and final draft writing, rubrics anecdotal records
CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.*	Whole group lessons, small group lessons, minilessons, direct instruction	written and oral responses, paragraph writing, rough draft and final draft writing, rubrics anecdotal records
CCSS.ELA-Literacy.L.4.3c	Class meetings, discussions, formal book report	oral responses, rubrics

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	presentations, class debates, Stand Tall, metacognition strategies, awareness of audience, audience skills	anecdotal records performance tasks
Vocabulary Acquisition and Use		
CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Vocabulary lessons, key words cards, geographical terms books, whole-group and small group discussion, literature logs, literature library books	written and oral responses paragraph writing literature response logs rubrics anecdotal records teacher created assessment
CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Whole group lessons, small group lessons, minilessons, direct instruction, literature logs, whole group and small group discussions	written and oral responses, rubrics anecdotal records
CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Whole group lessons, small group lessons, minilessons, direct instruction, Daily Oral Language,	written and oral responses, writing -rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and	Whole group lessons, small group lessons, minilessons, direct instruction, vocabulary, literature logs, key word cards, table of contents,	written and oral responses writing -rough and final drafts rubrics anecdotal records

phrases.		
CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, *G.R.O.W. Parts of Speech*, worksheets, *Evans-Moor Grammar Rules*, composition books, *Spectrum Language Arts Gr. 4, Spectrum Writing Gr. 4, Source Bank Gr. 4,* teacher created materials	written and oral responses, writing -rough and final drafts rubrics anecdotal records
CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials, Personal Mandalas unit	writing rubric anecdotal records
CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	Whole group lessons, small group lessons, minilessons, direct instruction, parts of speech games, weekly writing, Daily Oral Language, *G.R.O.W. Parts of Speech*, worksheets, Evans-Moor *Grammar Rules*, composition books, *Spectrum Language Arts* Gr. 4, *Spectrum Writing* Gr. 4, *Source Bank* Gr. 4, teacher created materials	written and oral responses writing -rough and final drafts rubrics anecdotal records teacher created assessment
CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Whole group lessons, small group lessons, direct instruction, minilessons, Daily Oral Language, teacher created materials, worksheets	written and oral responses writing -rough and final drafts rubrics anecdotal records teacher created assessment
CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and	*Friends of the Island Fox* Service Learning unit, whole group lessons, small group lessons, minilessons, direct instruction, teacher created materials	written and oral responses rough draft and final draft writing rubrics

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).		anecdotal records t teacher created assessment

Santa Barbara Charter School – ELA Scope & Sequence – Grade: 5

Language Arts

Reading Literature

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
RL.5.2. 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.	Develop a word web illustrating details of a story Write a paragraph summarizing story's theme Short Reading Passages & Graphic Organizers to Build Comprehension, Linda Ward Beech The Reading-Writing Workshop: Getting	Writing Rubric

	Started, Norma R. Jackson, Paula L. Pillow *Carry On Mr. Bowditch* *Two Years Before the Mast* *Roll of Thunder, Hear My Cry* *The Witch of Blackbird Pond* *My Brother Sam is Dead*	
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Be aware of a student's semantic system and how it relates to student's cultural system Reading Miscue Inventory: Alternative Procedures, Yetta M. Goodman, Dorothy J. Watson, Carolyn L. Burke *The Place My Words Are Looking For,* Paul B. Janeczko	Checklist to record a student's reading strategies (initiating, sampling, predicting, and confirming)
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	Ask for student volunteer to narrate a story from a different point of view; afterwards, ask group to discuss how narrator's perspective changed story A Critical Handbook of Children's Literature, Rebecca J. Lukens Essentials of Children's Literature, Carl M. Tomlinson, Carol Lynch Brown	Audience Rating Scale from 1 (low) to 10 (high) to rate how much narrator's point of view changed description of events
RL.5.7. Analyze how visual and	Ask for student volunteer to read a myth	Written feedback

multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	aloud Have each student listener to create a beautiful Venn Diagram of myth that specifies its meaning, tone, and beauty Have students create beautiful Venn Diagrams depicting different aspects of the myth Joyful Noise: Poems for Two Voices, Paul Fleischman Words and Pictures: Lessons in Children's Literature and Literacies, Nina Mikkelsen	
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) of their approaches to similar themes and topics.	Have students work in pairs to find two stories in same genre and make a flow chart of their shared themes Tales of Twos: The Power of Story in the Classroom; The National Storytelling Association	Display copies of stories with students' flow charts documenting their analysis of similar themes
RL.10. 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.	Children's Literature in the Elementary School, Charlotte S. Huck, Susan Hepler, Janet Hickman, Barbara Z. Kiefer Growing up with Literature, Walter E. Sawyer, Diane E. Comer Wishes, Lies and Dreams: Teaching Children to Write Poetry	Oral Reading Rubric

Reading Informational Texts

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
RT 5.3. 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	*In The Middle,* Nancy Atwell The Reading and Writing Project, The Art of Teaching Reading, Lucy Calkins Have each student choose one historical event from the American Revolutionary War to read about Have students follow process drama strategies to depict chosen historical event Develop a "process drama checklist" for audience to use, consisting of these categories: thinking "out of box," staying in character, remembering role, and acting in fitting manner Teaching and Thinking about Curriculum: Critical Inquiries, James T. Sears; J. Dan Marshall Redcoats and Patriots, Reflective Practice in Drama and Social Studies, Philip Taylor	Process Drama Checklist
RT 5.5 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.	Ask students to choose two contrasting texts to read. Students create T-Chart showing structural contrasts between the two texts	Graphic Organizer Rubric
RT 5.6 Analyze multiple accounts of the	Work in pairs to create a Venn Diagram	Graphic Organizer Rubric

same event or topic, noting important similarities and differences in the point of view they represent.	showing differences, similarities, and areas of agreement	
RT 5.7. 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.	Ask all students to think of an interesting research question. Pick one question Ask class to make prediction of how much time will have elapsed before everyone has the answer. Let them help each other. Keep track of time on board or computer	Track time it takes for whole class to find answer to question
RT 5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	The Foundations of Literacy, Don Holdaway Best Books for Building Literacy, Thomas G. Gunning Read an excerpt from Sylvia Ashton-Warner's Teacher. Create a list of words from the excerpt that powerfully engage readers' interests	Word List Rating Scale
RT 5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Class pick a science, math, or history topic to investigate Write one paragraph integrating information from several texts on the chosen topic The Reading Writing Workshop: Getting Started, Norma R. Jackson, Paula L. Pillow	Writing Rubric
RT 5.10. By the end of the year, read and comprehend informational texts,	Find nonfiction texts on topics from science, math, or history to read	Book Report Presentation Rubric

including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently	The Differentiated Classroom, Responding to the Needs of all Learners, Carol Ann Tomlinson	

Reading: Foundational Skills

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
RT 5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally and with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Optimizing Learning: The Integrative Education Model in the Classroom, Barbara Clark Sleeping on the Wing: An Anthology of Modern Poetry with Essays on Reading and Writing, Kenneth Koch, Kate Farrell Poems to Remember, Literary Heritage Series Rose, Where Did You Get That Red? Teaching Great Poetry to Children, Kenneth Koch Wishes, Lies and Dreams: Teaching Children to Write Poetry, Kenneth Koch Students find trade books of interest to them; they read them Pick one book for everyone to read Use Literature Circles to discuss book	Class Participation Checklist

Writing

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Text Types and Purposes W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically groped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	Students write an opinion piece Student presents opinion to class Real world Application Reflective journaling *Recipes for Writing, Motivation, Skills, and Activities*, Addison-Wesley *The Art of Teaching Writing*, Lucy Calkins *A Fresh Look at Writing,* Donald H. Graves *Writers Express* textbook *In The Middle*, Nancy Atwell	Writing Rubric Presentation Rubric Personal Timeline Poster Teacher-Made Tests Observation Checklists Anecdotal Records Work Habits Checklist
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Write explanatory text Construct a model, diorama, or scrapbook *Nonfiction Writing: Procedures and Reports,* Laurie Pessah	Writing Rubric Project Rubric Student-created Class Test Work Habits Observation Checklist

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		Anecdotal Records
W 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences and events.	Student autobiographies Life Map/timeline presentation Write/share/peer edit Prepare for class presentation *Small Moments: Personal Narrative Writing,* Abby Oxenhorn	Writing Rubric Presentation Rubric Teacher-created Narrative Writing Techniques Test Work Habits Checklist Anecdotal Records

Production and Distribution of Writing W.5.4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Literary response writing Narrative writing composition A multiple paragraph expository writing on topic of interest to student Pre-writing and Draft of expository writing Favorite piece of own writing student presentation *Meeting Writing Standards*, Teacher Made Materials, Inc. *Writing for Readers: Teaching Skills and Strategies,* Natalie Louis	Writing Rubric Presentation Rubric Anecdotal Records Work Habits Checklist
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	Daily Language Review Peer and Self Editing The Craft of Revision, Pat Bleichman The Art of Writing, Lucy Calkins	Writing Rubric Teacher-Created Test Observation Checklist Anecdotal Records Work Habits Checklist
W.5.6. 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	Power Point Writing Presentations Online Research *Meeting Writing Standards*, Teacher Made	Technology Use Checklist Student Reviews of Published Writing

sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Materials, Inc. *Writers Express*, Kemper/Nathan, Sebranek/Elsholz *How to Write a Paragraph; Writing Paragraphs*, Teacher Made Materials *Spell and Write*, Evan-Moor	Anecdotal Records Work Habits Checklist
Research to Build and Present Knowledge W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Write a "My Hero" character description Two interviews of people with knowledge of your hero Taking verbatim notes during interviews Use of key examples of hero's personality traits in final research report Use of basic writing mechanics Persuasive essay on healthy nutrition based on three sources of information Food day Displays/presentations Current events, Character creation, Play writing, Story composition, Predict/infer/describe, Sequence, What is	Writing Rubric Project Rubric Presentation Rubric Work Habits Checklist Anecdotal Records

	the main idea?, Key examples, Journal, Write an outline, Elaborate concepts, Paraphrase, Summarize, Flow charts *Carry On Mr. Bowditch,* Jean Lee Bowditch *Two Years Before the Mast,* Richard Henry Dana *Roll of Thunder, Hear My Cry,* Mildred d. Taylor *The Witch of Blackbird Pond,* Elizabeth George Speare *My Brother Sam is Dead,* James Lincoln Collier	
W.5.8. 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.	Recall and discuss a class field trip with other classmates Write a summary of the experience Create a list of references listing your sources of information Play "telephone" in small groups. Last person tells whole group what he heard about the class field trip Write a one paragraph description of class field trip	Presentation Rubric Anecdotal Records Participation Checklist Writing Rubric

	Resources for Primary Writing, Beth Neville The Nuts and Bolts of Teaching Writing, Lucy Calkins	
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Students choose book to read Write a literary analysis book report Nonfiction Writing: Procedures and Reports, Laurie Pessah Transitions From Literature to Literacy, Regie Routman	Book Report Rubric Anecdotal Records Observation Checklists Story-based Contrasting Elements Teacher-Made Test Work Habits Checklist
Range of Writing W.5.10. 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.	Field Journals/Dialogue Journals Letter Writing Poem Narrative Writing on Solving a Math problem Draw family tree Narrative account describing known family ancestors	Writing Rubric Journal-writing Checklist Anecdotal Records Project Rubric Science Fair Mathematician's Expedition Fair

	Time line of historical family events Relative Interview Research information on daily lives of Chumash Indians, first inhabitants of local geographic region; write findings and conclusions Research information on early settlement patterns after Chumash Indians; write findings and conclusions Mapping early settlement areas KWL Charts on early settlement Field Trip to S.B. Natural History Museum Facts Word Web *Write, Write, Write!*, Carol H. Behrman *Teaching Poetry, Yes You Can!*, Jacqueline Sweeney *Favorite Poetry Lessons*, Paul B. Janeczko *Primary Mathematics* Text	

	America Will Be Text (Houghton-Mifflin) *Science Resources* (FOSS) *Doing What Scientists Do,* Ellen Doris *Optimizing Learning: The Integrative Education Model in the Classroom, Barbara Clark*	

Speaking and Listening

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
SL.5.1. 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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Literature Circles: Voice and Choice in the Student-Centered Classroom The ELA program is driven by ongoing daily discussion and interaction. During class reading of literature and essays, teacher models active reading and leads regular whole-class discussion, calling on individual students as appropriate. Students are encouraged to share opinions and analysis in a collegial environment, and challenged to provide the textural evidence for these opinions. Difference of opinion is encouraged and respectfully engaged. Smaller book discussion groups engage student-led discussion. Students also make individual oral presentations (including	Anecdotal Records Presentation Rubric

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	those supported by PowerPoint and other graphics) of cross curricular research reports and independent reading selections. Students present posters, diagrams and papers. Students also create and perform a class play.	
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Students select a magazine, television, or billboard ad to evaluate visually, quantitatively, and orally Students create own ad; present in video format	1-10 Rating Scale
SL.5.3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies	The Rubrics Way: Using MI to Assess Understanding, David Lazear Students pick a school-related topic for writing essay to convince others to support their claims Students create a petition to garner support for their claims	Total number of petition signatures
SL.5.4. 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. a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and	Students make an opinion speech on a topic relevant to their lives; trying to convince others to support their opinion Try reading several poems aloud until find one whose meaning you like and that's fun to read aloud (e.g. Lewis Carroll's Jabberwock nonsense poem or any of poems in Poems for Two Voices) Select a poem to memorize; recite it	Report Rubric Recitation Rubric

evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.		
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Students write songs around a theme that they like	Presentation Rubric

Language Standards

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
L.5.1. Demonstrate command of the conventions of standard English grammar and Standards usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate	Writers Express, Kemper/Nathan/Sebranek/Elsholz The focus for instruction in language conventions is one the syntax and grammar required for increasingly complex, formal writing. Students begin with a review of parts of speech and simple sentences. Using Writer's Express curriculum, as well as teacher-created materials, students receive intensive instruction in word and grammar study. Students continue to learn ending and enclosing punctuation, verb agreement, sentence structure, vocabulary, language	Writing Conventions Use Checklist Vocabulary and spelling tests Independent reading logs Class writing worksheets

shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor)	conventions, the process of writing, the forms of writing, the tools of writing, and proofreading skills. Figurative/descriptive language is explored in the context of class reading, with an emphasis on metaphors, similes, personification, analogies, and hyperbole.	
LS.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	A Writer's Reference (Fourth Edition), Diana Hacker	Writing Conventions Checklist
LS.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Write an essay; shrink it to half its original length	Writing Rubric

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
LS 5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.	How to Assess Authentic Learning, Kay Burke Show students picture storybooks that convey meaning through pictures Compare picture storybooks to 5th grade books with pictures and text Analyze how pictures create context that help reader decipher word meanings Look up words whose meanings are unclear. Publish Thirty Days to a More Powerful Vocabulary book suggesting ways for students to develop more interesting vocabularies	Word Count
LS 5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each	A Celebration of Bees: Helping Children Write Poetry, Barbara Juster Esbensen Write analysis of The Gettysburg Address word usage and writing strategies List key words conveying meaning of Gettysburg Address (Also use LA strategies mentioned above for other standards)	Presentation Rubric

of the words.		
LS.5.6. 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).	(Also use LA strategies mentioned above for other standards)	Writing Rubric

Reading Standards for Literature

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. 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. 3. 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).	Using a variety of fictional novels, short stories, and informational texts, students engage in whole class and small group discussion, guided reading response, visual representation (including drawings and plot diagrams), summaries and thesis-based essays, to build the following core skills: identification and analysis of literary elements (conflict, rising/falling action, climax/resolution, setting, characterization, voice and point-of-view, and theme); identification and correct application of evidence (facts, quotes) and opinion (inference, analysis); and identification of bias in informational texts (such as news articles and essays).	Anecdotal Records based on guided and independent student discussions. Teacher-written Feedback on Guided Reading Questions Plot Diagrams and Written Summaries Rubric Monthly Written Summaries (on independent reading selections) Checklist Analysis of Literary Elements Teacher-created Quiz Teacher-created worksheets for identifying and integrating opinion (commentary) and evidence (concrete detail)

Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.	Using core class materials and independent reading selections, students learn to use contextual clues to identify the meaning of unknown words. They examine and evaluate descriptive and figurative language as it relates to an author's development of setting, character, and mood. Using films and stories, they identify protagonists and antagonists, central conflicts, riding action, climax, and resolution of conflict (as well as key details for these structural components). They distinguish between narrator and main character, and explore the advantages and challenges of different points of view (e.g., first-person vs. third-person) as it relates to characterization and mood.	Anecdotal Records on in-class discussions of word meanings using context clues during read aloud time Teacher-created vocabulary quizzes based on class reading selections Plot Diagrams and Written Summaries Rubric (including central conflict, rising action, climax, falling action, and resolution)
Integration of Knowledge and Ideas 7. 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). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	After reading class novels and short stores, students compare and contrast the filmed versions of these stories with the written texts, with an eye toward how the director saw the story and how the students saw the story while reading. Students also explore bias (tone, selection and emphasis of facts, supported vs. unsupported opinions) in expository texts and news articles. They read expository historical texts related to the time periods and events portrayed in fictional selections, as appropriate.	Writing Rubric Class Discussion Checklist Direct teacher feedback to students
Range of Reading and Level of Text	Teacher models active reading and	Guided Class Discussion Rubric shared

Complexity 10. 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.	guides regular whole-class discussion, supplemented by similar student-led smaller reading groups. Written guided reading responses for class literature are scaffolded using prompts structured to elicit both opinion (commentary) and evidence (concrete detail), with teacher-created worksheets designed to help students support opinions with textural evidence. Teacher-created worksheets Monthly independent reading logs Focus on student reading and understanding of meanings in stories, dramas, and poetry	with whole class Written Responses to Guided Reading Questions Checklist Reading Logs Checklist Teacher-created Reading Test

Reading Standards for Informational Text

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Key Ideas and Details 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more	Make small poster of favorite quotes from different texts Write main ideas of a text and explain how key ideas support them Use process drama to portray relationships between two individuals in a text	Post posters around school Audience feedback after end of process drama

individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		
Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) 5. 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. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Create poster of new words learned Read an Indian writer's (i.e. present-day tribal member) and White writer's versions of the first Thanksgiving Research information about historical conversations that might have occurred between Indians and White people in the late fall when facing a dwindling winter food supply Do a process drama about this hypothetical conversation Students write critical essay assessing validity of both points of view Students read their critical essays to class	Poster Rubric (based on use of art and graphic design elements) Research Rubric Writing Rubric Audience-feedback and questions on critical essays
Integration of Knowledge and Ideas 7. 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. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Students develop own question to research from print or digital sources Set agreed upon time limit for them to find data on their question Think/Pair/Share with partner to compare data found, and number and kinds of data sources used Develop a bar graph with your question	Graph Rubric Writing Rubric Writing Checklist

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	at top showing number of sources that were of exceptional usefulness, medium usefulness, little usefulness Document search engines used in notes about graph Display student graphs in classroom Teacher-guided discussion with students sharing their research tactics and how they use data to support what they write Students write paragraph on how they would integrate information from different sources	
Range of Reading and Level of Text Complexity 10. 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	Literacy: Helping Children Construct Meaning, J. David Cooper Knowing Literacy: Constructive Literacy Assessment Create a book web to show variety of books read throughout school year	List of Books Read

Reading Standards: Foundational Skills

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Phonics and Word Recognition 3. Know and apply grade-level phonics	Fiction and nonfiction books at different reading levels for children to choose from	Teacher-made tests San Diego Quick Assessment of Word

and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Sound It Out: Phonics in a Balanced Reading Program The Reading, Writing Workshop: Authentic Assessment, Janet Borash	Recognition Anecdotal Records
Fluency 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Mini-lessons on phonics Student and teacher practice sampling, predicting, and confirming for non-proficient readers Use reader response to literature selections for proficient readers Listen to student retell plot summary; use nonspecific questions without providing information: "Can you tell me more?" Be aware that bilingual students may have greater awareness of what is read than is syntactically evident Take Running Records of student reading Student-Involved Classroom Assessment, Richard J. Stiggins Reading Miscue Inventory: Alternative Procedures, Yetta M. Goodman; Dorothy J. Watson; Carolyn L. Burke Knowing Literacy: Constructive Literacy	Anecdotal Records (on student use of context for word recognition) Reading Fluency Rubric Ekwall/Shanker Reading Inventory

	Assessment, Peter H. Johnston Early Literacy Instruction, Elfrieda H. Hiebert; Taffy E. Raphael	

Common Core State Standard(s)	Instructional Strategies & Educational Materials	Assessment
Reading: Key Ideas and Details (6.1, 6.2, 6.3)	Using a variety of fictional novels, short stories, and informational texts, students engage in whole class and small group discussion, guided reading response, visual representation (including drawings and plot diagrams), summaries, and thesis-based essays, to build the following core skills: identification and analysis of literary elements (conflict, rising/falling action, climax/resolution, setting, characterization, voice and point-of-view, and theme); identification and correct application of evidence (facts, quotes) and opinion (inference, analysis); and identification of bias in informational texts (such as news articles and essays).	Observation of guided and independent student discussion. Written responses to guided reading questions. Plot diagrams and associated written summaries. Monthly written summaries of independent reading selections, including practice analyzing literary elements. Teacher-created worksheets for identifying and integrating opinion (commentary) and evidence (concrete detail). Single-sitting and multi-step student essays.
Reading: Craft and Structure (6.4, 6.5, 6.6)	Using core class materials and independent reading selections, students learn to use contextual clues to identify the meaning of unknown words. They examine and evaluate descriptive and figurative language as it relates to an author's development of setting, character, and mood. Using films	In-class discussions of word meaning (context clues) during class reading. Teacher-created vocabulary quizzes based on class reading selections. Written plot diagrams (including central

	and stories, they identify protagonists and antagonists, central conflicts, rising action, climax, and resolution of conflict (as well as key details for these structural components). They distinguish between narrator and main character, and explore the advantages and challenges of different points of view (e.g., first-person vs. third-person) as it relates to characterization and mood.	conflict, rising action, climax, falling action, and resolution) and associated written summaries. Worksheets focused on first-person vs. third-person characterization. Student essays.
Reading: Integration of Knowledge and Ideas (6.7, 6.8, 6.9)	After reading certain class novels and short stories (e.g, *The Veldt* and *Call of the Wild)*, students compare and contrast the filmed versions of these stories with the written texts, with an eye toward how the director "saw" the story and how the students "saw" the story while reading. Students also explore bias (tone, selection and emphasis of facts, supported vs. unsupported opinions) in expository texts and news articles. They read expository historical texts related to the time periods and events portrayed in fictional selections, as appropriate.	Guided and independent class discussion. Compare/contrast Venn diagrams and associated short written responses. Evidence-based persuasive essays using themes from class reading and related expository essays (e.g., essay developing "Should video game and TV usage be regulated?" following reading *The Veldt* and expository essay regarding the valuable skills developed during game play).
Reading: Range of Reading and Level of Text Complexity (6.10)	Teacher models active reading and guides regular whole-class discussion, supplemented by similar student-led smaller reading groups. Written guided reading responses for class literature are scaffolded using prompts structured to elicit both opinion (commentary) and evidence (concrete detail), with teacher-created worksheets designed to help students	Guided class discussion. Written responses to guided reading questions. Teacher-created worksheets. Independent reading selections and monthly independent reading logs.

	support opinions with textual evidence.	
Reading: CCSS 6.1 – 6.10	EDUCATIONAL MATERIALS Novels: *Under the Blood Red Sun* by Graham Salisbury*; The House on Mango Street* by Sandra Cisneros*; The Call of the Wild* by Jack London*; Animal Farm* by George Orwell. Short stories: *The Veldt* by Ray Bradbury*; To Build a Fire* by Jack London*; Eleven* by Sandra Cisneros*; The Necklace* by Guy de Maupassant. Films: *Rikki Tikki Tavi; Swiss Family Robinson; Incidence at Owl Creek Bridge.* Non-fiction: *Cadillac Desert* by Marc Reisner; *Guns, Germs, and Steel* by Jared Diamond. Essay collections: *50 Essays: A Portable Anthology; Great Speeches of the 20th Century; The Sacred Beetle and Other Great Essays in Science; Tell Me No Lies: Investigative Journalism That Changed the World*. News articles and advertisements. "Teaching Tolerance" supplements: *Hannah's Suitcase* (holocaust victim); *Letter from Birmingham Jail* by Dr. Martin Luther King; *Just Walk On By: Black Men and Public Spaces* by Brent Staples; *A Plague of Tics* (growing up with OCD) by David Sedaris.	

Writing: Text Types and Purposes (6.1, 6.2, 6.3)	Writing is the centerpiece of the 6th grade ELA curriculum, with a focus on structure and writing for specific purposes (and audiences). Writing instruction is based on materials and methodology from the Schaffer Writing Program. Students regularly practice the identification and development of thesis statements, and distinguish between concrete details (facts, quotes) and commentary (opinion, analysis). Using class instructional materials (see Reading section), they write thesis-driven persuasive and literary response essays, with an emphasis on supporting their opinions with clear research- and text-based evidence. They learn formal structure (context, thesis, body paragraphs, conclusion), with an emphasis on logical organization and flow of ideas both between and within paragraphs. They learn to acknowledge that every sentence has a specific job to perform. Students also write personal and fictional narratives, where they build on skills in descriptive writing, plot development, and narrative techniques. They write expository essays, including biographies, that are both ELA-specific and cross-curricular. Finally, students consistently practice effective summarizing, based on the identification of core conflict, rising action, climax, and resolution.	Teacher-created and Schaffer-based worksheets for identifying and developing thesis statements, concrete details (CD), commentary (CM), and "chunks" incorporating related CM/CD. Teacher-created worksheets for developing topic and concluding/transitional sentences for paragraphs. Written responses to guided reading questions (textual evidence for opinions). Plot diagrams and associated summaries (including independent reading logs). Student essays (persuasive, response to literature, narrative) and informative/explanatory reports (including summaries).
Writing: Production and Distribution of Writing (6.4, 6.5, 6.6)	Students learn, follow, and practice both pre-writing and writing strategies and guidelines specific to the creation of persuasive,	Review of pre-writing and drafting process.

	response to literature, narrative, and informative/summary texts. Instruction is designed to scaffold each step of the process, with submission of each step for teacher review, followed by time for student reflection and revision. Final submission (for grading) of formal essays always includes evidence of the entire writing process (pre-writing diagrams, shaping outlines, first drafts, self- and/or peer-evaluation forms, final draft). Final essays are expected to be word processed in appropriate format (12 point type, indented paragraphs, double-spaced). Appropriate publication/presentation is reflected in final evaluation. Extra credit is given for further revision, based on teacher comments/questions, following evaluation of final draft.	Student essays.
Writing: Research to Build and Present Knowledge (6.7, 6.8, 6.9)	Using class literary texts and/or expository essays, students explore related themes through discussion and writing assignments. Materials include both ELA texts and texts from science and social studies. A primary focus in these projects (as well as in response to literature essays) is the correct presentation of quoted evidence. Students compare different perspectives on the same topic/theme from different sources, as well as treatment of the same topic in different media (e.g., text vs. film). Students also examine news articles and print advertisements to distinguish between	Teacher-created worksheets for using quotation. Venn diagrams and associated compare/contrast summaries. Student essays and research reports. Student-created advertisements and parodies (e.g., creating graphically inferred claims that are antithetical to written text).

	inference (both verbal and graphic) and evidence-based support for claims and opinions.	
Writing: Range of Writing (6.10)	Students create both single-sitting written responses (one to two paragraphs) and multi-step essays across all writing genres. Single-sitting exercises are particularly focused on appropriate paragraph structure (topic sentence, commentary, concrete detail, conclusion).	(See previous writing assessment)
Speaking and Listening (6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	The ELA program is driven by ongoing daily discussion and interaction. During class reading of literature and essays, teacher models active reading and leads regular whole-class discussion, calling on individual students as appropriate. Students are encouraged to share opinions and analysis in a collegial environment, and challenged to provide the textual evidence for these opinions. Difference of opinion is encouraged and respectfully engaged, with constant reinforcement that there are no "right answers." During the second semester, smaller "book club" groups engage in student-led discussion. Students also make individual oral presentations (including those supported by PowerPoint and other graphics) of cross curricular research reports and independent reading selections. They also maintain a graphic "book portfolio" for class reading selections (title/theme illustration, character sketches, plot	Observation of class and small group discussion, including oral presentation and sharing of responses to guided reading questions. Self- and peer-evaluation of presentations. Teacher evaluation and feedback for presentation structure and delivery. Book portfolios.

	diagrams, etc.). Students present advertisements and posters. Finally, students create and perform a class play during the second semester.	
Language (6.1, 6.2, 6.3, 6.4, 6.5, 6.6)	The year-long focus for instruction in language conventions is on the syntax and grammar required for increasingly complex, formal writing. Students begin with a review of parts of speech and simple sentences. Using *Holt Literature* and the *Holt Writer's Solution*, as well as teacher-created materials, students receive intensive instruction in pronoun usage, with an emphasis on antecedents and verb agreement (e.g, indefinite pronouns). Another primary emphasis is on the punctuation required for compound and complex sentences (commas, semi-colons, etc.), as students are encouraged to employ increasingly varied sentence structures. Vocabulary acquisition is based on class reading and context clues during the first semester, and on common root and affix families during the second semester, as well as year-long independent reading (with regular reading logs). Vocabulary selections also are utilized for spelling; independent reading remains a primary strategy for spelling development throughout the year. Figurative/descriptive language is explored in the context of class reading (including poetry), with an emphasis on metaphors, similes, personification, analogies, and	*Holt* and teacher-created worksheets. Vocabulary and spelling quizzes. Student posters and presentations. Independent reading logs. In-class writing exercises (single-sitting). Student essays.

	hyperbole. Students also create graphic representations (posters) highlighting language conventions (e.g., multiple meaning words, dangling modifiers, etc.). While grammar-specific worksheets and quizzes are employed, the ultimate measure of acquisition lies in the students' own writing.	

Common Core State Standard Grade 7	Instructional Strategies & Educational Materials	Assessment
RI: 2. 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. 3. Analyze the interactions between individuals, events, and ideas in a text 5. 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. 6. 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. 8. 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. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA c. Use words, phrases, and clauses to create cohesion	**Journalism Elective** • Students may take the Journalism elective for one, two, or three elective terms. • Students write movie reviews, book reviews, news stories, feature stories, and editorials. • Students learn about parts of a newspaper (masthead, byline, jump line, etc.) and submit possible names for the student newspaper in a brainstorming session. • The name of the newspaper is chosen by popular vote. • Students submit proposals for the masthead and logo designs. • Designs are discussed in small groups and ideas are brought to the class in a class discussion. • Masthead and logo designs are finalized and the winners are decided by popular vote. • Students learn first about news stories by reading actual news stories and analyzing them. Student observations are shared and noted on the board. • Teacher shares a handout which describes in detail the components and conventions of a news story and outlines a news story. • Interviewing etiquette is discussed, as well as plagiarism, paraphrasing, and how to quote accurately. • Students brainstorm about possible news stories for their student paper, listen to each other's ideas and inspire each other with new	• Teacher assesses student participation and writing through the process. • Students bring their interview notes to class for quote references. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students participate in brainstorming collaborations to create story ideas and offer alternatives or more in-depth ideas to each other. Listening skills and respectful responses are modeled and encouraged. • Student participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher using either the News Article Rubric or the Editorial Rubric, see attached. • After the paper is published, students read and further edit their own published articles.

and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. 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. 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL:** 1. 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. 3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ideas. • More brainstorming occurs when students discuss how to go about gathering information for the stories. • Students each choose a news story to research and each chooses at least one person to interview. Teacher notes the student's topic and interview source. • Students write a rough draft of their news story and self-edit based on the teacher's check list on the board. • Peer editing takes place with each student reading other students' articles and striving to improve their writing. • Grammar usage and formatting are discussed, and the teacher writes examples on the board to explain and address questions. • After revising, the student submits a final draft to the teacher who may then meet with the student, if needed, to discuss more editing. • This process continues with book or movie reviews, editorials, and feature stories. • Teacher uses the board to help students create an outline for their editorial with a hook, thesis, transitions, counter arguments, suggestions for solutions, and a conclusion. • Articles are published in the student newspaper and the newspaper is distributed throughout the school. • Student will need paper, pen, computer device with word processing program, and internet access. • The school's printer and copy machine are needed. • Examples of news stories, editorials, movie and book reviews, and feature stories are used. • Handouts which explain how to write news stories, editorials, movie/book reviews, and feature stories are used. • Classroom dictionaries and Thesaurus books are available.	

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
RI: 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. 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. 3. Analyze the interactions between individuals, events, and ideas in a text 4. 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. 5. 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. 6. 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. 7. 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). 8. 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. 9. 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. 10. 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. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA c. Use words, phrases, and clauses to create cohesion	**Current Events and Hot Topics Elective** • Students read local, national, and international news from various publications, analyzing the information and developing an opinion about the topic at hand. • Students are encouraged to bring articles they find interesting to class and discuss them. • Teacher reviews guidelines for group discussions. How to actively listen, how to respond without offending, how to refer back to something someone has said. A safe class atmosphere is established. • Teacher asks students to share a news topic that they feel strongly about. Opinions are shared; teacher takes notes on the perspectives on the board. • Pros and cons on the topic are discussed. • Class discussion continues on another student suggested topic. • Students choose a topic for their editorial. • Teacher hands out more detailed information about editorials and their components. • Interviewing etiquette is discussed, as well as plagiarism, paraphrasing, and how to quote accurately. • Teacher uses the board to help students create an outline for their editorial with a hook, thesis, transitions, counter arguments, suggestions for solutions, and a conclusion. • Informational resource such as the internet, printed material, and interviews are discussed, including how to accurately keep notes. • The use of polls is discussed. Students are shown how to create an accurate poll, how to use Excel to graph the polling results, and how to use the polling results in their argument. • Students write a rough draft of their news story and self-edit based on the teacher's check list on the board. • Peer editing with each student reading other students' articles and striving to improve their writing. • Questions of grammar usage and formatting come up, and the teacher writes examples on the board address questions. • After revising, the student submits a final draft to the teacher who may meet with the student, if needed, to discuss more editing. • This process continues with subsequent editorials. Finished editorials are emailed to local newspapers for possible publication. • Student will need paper, pen, computer device with word	• Teacher assesses student participation and writing throughout the various processes. • Students bring their interview notes to class for quote references. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students participate in brainstorming collaborations to create editorial ideas and offer alternatives or more in-depth ideas. • Listening skills and respectful responses are modeled and encouraged. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher using the Editorial Rubric, see attached. • Student stories are published on the class bulletin board and at the Project Fair.

and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. 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. 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **SL:** 1. 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. 3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	processing program, and internet access. • The school's printer and copy machine are needed. • Current news stories and editorials are used. Handouts which explain how to write editorials stories are used. • Classroom dictionaries and Thesaurus books are available.	

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 4. 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. 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 or trace the etymology of words. CA d. 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). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy)to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 6. 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.		

RL: 3. Analyze how particular elements of a story or drama interact 7. 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 **RI:** 2. 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. 3. Analyze the interactions between individuals, events, and ideas in a text 4. 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. **W:** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. **SL:** 1. 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	**Detective Fiction Elective** • Students learn about and explore the genre of detective fiction. • Detective fiction is introduced chronologically with biographies on the writers and character studies of their detectives and manner of storytelling. • After the author and story introduction, the class reads the beginning of the short story aloud, taking turns reading. • The teacher interrupts the reading periodically to help the students analyze the story developments and literary devices. • Students annotate their copy of the story. • Students finish reading the story at home. • Class discusses the story, how the events unfolded, use of plot devices and development. • Students design their own literary detective including important character traits, detective style, side kick character, and an illustration of their detective. • Literary characters such as Sherlock Holmes, Miss Marple, and Hercule Poirot are studied and compared to their movie/TV portrayals. • Students plan and write their own detective story using the detective they created. • Students write a rough draft of their detective story and self-edit based on the teacher's check list on the board. • Students compare their story to the Rubric for Great Stories and make notes on how to improve their stories. • Peer editing with each student reading other students' stories and striving to improve their writing. • Questions of grammar usage and formatting come up, and the teacher writes examples on the board address questions. • After revising, the student submits a final draft to the teacher who may meet with the student, if needed, to discuss more editing. • Stories are shared at the Project Fair. • Student will need paper, pen, computer device with word processing program, and internet access. • The school's printer and copy machine are needed. • Access to detective fiction short stories and film clips are needed: Doyle's *The Red Headed League,* Christi's *Witness for the Prosecution*, Rowe's *A Coin for the Ferryman*, Braun's *The Cat Who Talked to Ghosts*, and Hillerman's *Dance Hall of the Dead*. • Classroom dictionaries and Thesaurus books are available.	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students give an oral presentation of the detective they have created, with visual aids, or they make a PowerPoint presentation. • Final drafts of students' detective stories are shared at the Project Fair and evaluated using the Detective Character Rubric.

own clearly. **L:** 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. 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.		
RL: 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. 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. 3. Analyze how particular elements of a story or drama interact 4. 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. 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 10. 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. **W:** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing,	• **Exploring Literature** • Students explore novels, short stories, and poetry to gain a better understanding and appreciation of these literary forms. • Novels are read aloud in class with the students and teacher taking turns reading, also with a recording of the authors reading. • Discussions center on the novel's plot and character development, the use of figurative language, character motivation, and literary devices. • Students make predictions about future outcomes and events as we read. • Students choose a character and analyze him/her using a graphic organizer and writing up their ideas in an essay. • Teacher provides a rubric for the assigned essay and discusses it with the students. • Student writing is improved with peer editing, further examination of the rubric, and the writing of a second draft. • Students write daily in class, with a Quick Write warm up and with extended writing assignments. • Final drafts of student writing are turned in via the internet. • Student will need paper, pen, computer device with word processing program, and internet access. • The school's printer and copy machine are needed. • Copies of short stories, novels, and poetry, including: David Almond's *Skellig,* and Michael Chambon's *Summerland*, poetry by Langston Hughes, ee Cummings, Wallace Stevens, Lord Byron, and Billy Collins. • Graphic organizer is shared for student characterization. • Classroom dictionaries and Thesaurus books are available.	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher, using the Characterization Essay Rubric, see attached. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students use appropriate terminology to correctly identify literary devices and there effect on the meaning and impact of the poetry and literature.

and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 10. 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. **L: 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives b. Spell correctly. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 4. 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. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. 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 or trace the etymology of words. CA d. 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). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy)to better understand each of the words. c. Distinguish among the connotations(associations) of words with similar denotations (definitions) 6. 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.		
RL: 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. 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. 4. 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. 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 7. Compare and contrast a written story, drama, or	**Assignments from *Language Network* textbook** (McDougal Littell) • Compare/Contrast essay • After reading poems by Langston Hughes and Walt Whitman, class discusses elements of sound and sense in both poems, including author's purpose, tone, mood, poetic devices, and theme. • Using an interactive graphic organizer from: www.readwritethink.org/files/resources/interactives/venn_diagrams/, students analyze both poems, noting how they are aligned and how they differ, with special attention to how their structure influences their meaning and style. • In small groups, students share their information and collaborate on their observations. • Students create a thesis statement and an outline for their essays, deciding on the poem by poem format or the feature by feature format as described on page 431 of the text. • Concrete details (evidence from the poems) is gathered and added to each of the three body paragraphs of the outlines. • Students write a rough draft, adding paragraph transitions. • Students engage in guided peer editing, helping to improve thesis statements, topic sentences, grammar, and transitions. • Teacher shares Compare/Contrast essay rubric with the class.	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher, using the Compare/Contrast Rubric. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students use appropriate terminology to correctly identify literary devices and there effect on the meaning and impact of the poetry and literature. • Compare/Contrast rubric is used to assess students' final drafts, see attached.

poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium 10. 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. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	• Students write a second draft which is reviewed by the teacher. • Teacher gives written feedback on the second draft and students write the final draft using MLA formatting and citations. • Final drafts are evaluated using the Compare/Contrast essay rubric	
RL: 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. 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. 4. 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. 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to	**Narratives Elective Class** • Students explore historical and fictional narratives in this language arts class. • Texts include: *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass, *Walden* by Henry David Thoreau, *Pilgrim at Tinker Creek* by Annie Dillard, Howard Zinn's *A People's History of the United States* as well as excepts from Clara Barton, Chief Joseph, Eleanor Roosevelt, Helen Keller, Madame Curie. Fictional narratives include: *Wonder* by R. J. Palacio and Paul Bunyan stories. • Texts are read both in class and at home with small group and whole class discussions about aspects of the text including point of view, tone, author's purpose, plot development, historical relevance, and literary devices. • Students hear a short history about a historic figure and are given a quote to consider and write about in their journals.	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher, using a rubric (either the Letter Home Rubric or the Compare/Contrast Rubric for the historical v. fictional essay). • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students use appropriate terminology to

its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. 7. 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 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. 10. 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 **SL:** 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the	• After reading an excerpt from "I Will Fight No More, Forever," students are asked to write a letter home as if they were American soldiers chasing Chief Joseph as he and his people fled towards Canada. Students are encouraged to choose a realistic point of view, add authentic details and tone, and convey an emotion about the situation. • Letters are shared by the students orally in class. • After reading from Frederick Douglass narrative, students discuss and write about the author's tone and point of view, growing up a slave. • This perspective is enhanced by excerpts from Howard Zinn's *A People's History of the United States*. • In small groups, students analyze the historical events of American slavery conditions and Douglass' narrative. • Groups create a thesis with three main points and present their findings to the class either orally with visual aids, or with a PowerPoint presentation. • Students write a true personal narrative to illustrate some theme or aspect of their lives. Narratives include character development, dialogue, setting descriptions, and are at least five paragraphs long.	correctly identify literary devices and there effect on the meaning and impact of the poetry and literature. • Oral Presentation Rubric, see attached, is used to assess students' presentations.

reasons and evidence logically. CA b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. 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.		

Common Core State Standard Grade 8	Instructional Strategies & Educational Materials	Assessment
RI: 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to	**Project Heart's Desire** • This project takes place over a 3-4 month span. • Student must show responsibility to deadlines and dedication to the research and the PHD process. • Student chooses a topic of interest or self-generated question, and bases a project and research paper around that topic. • Student's interest in the topic is authentic and enthusiastic. • Student investigates the topic and creates an outline with a logical progression for the research paper including a list of resources: print material, internet sources, and interviews. • Student takes notes from sources, evaluating sources for their reliability and bias, citing evidence. • Student writes a rough draft which is shared with the teacher. • Self-editing and self-assessment by student with teacher present. • Teacher provides feedback on clarity of thesis, use of transitions, formal style, organization of information, and usage of MLA formatting including citations and a Works Cited page. • Revised second draft is presented for teacher review. Teacher and student collaborate regarding final draft changes. • Final draft is presented in MLA format with Works Cited page. • Project and research paper are presented at the annual Project Fair and before a panel of adults who interview the student. • During the panel discussion, the student presents his/her project and the research paper. Student prepares ahead of time for the panel event. • Paper, pen, computer with word processing and internet access,	• Teacher reviews each student's: outline, research sources, first and second drafts, and final draft. • Teacher meets face to face with student throughout the process and via phone and email to keep track of progress. • Teacher checks in with the student's mentor throughout the process either face to face, via phone, or internet. • Teacher, the adult panel, and the student all assess the project and the research paper. The panel gives face to face oral feedback. The teacher gives face to face feedback as well as written feedback via the student summary. The student completes a self-assessment. • Teacher assessment is completed through use of a rubric, see attached.

examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature b. Apply grade 8 Reading standards to literary	printer, public library access. • Student will need a mentor with knowledge in the subject area of focus.	

nonfiction **SL:** 1. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
R.L.: 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts, including career development documents to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding	**Journalism Elective** • Students may take the Journalism elective for one, two, or three elective terms. • Students write movie reviews, book reviews, news stories, feature stories, and editorials. • Students learn about parts of a newspaper (masthead, byline, jump line, etc.) and submit possible names for the student newspaper in a brainstorming session. • The name of the newspaper is chosen by popular vote. • Students submit proposals for the masthead and logo designs. • Designs are discussed in small groups and ideas are brought to the class in a class discussion. • Masthead and logo designs are finalized and the winners are decided by popular vote. • Students learn first about news stories by reading actual news stories and analyzing them. Student observations are shared and noted on the board. • Teacher shares a handout which describes in detail the components and conventions of a news story and outlines a news story. • Interviewing etiquette is discussed, as well as plagiarism, paraphrasing, and how to quote accurately. • Students brainstorm about possible news stories for their student paper, listen to each other's ideas and inspire each other with new ideas. • More brainstorming occurs when students discuss how to go about gathering information for the stories.	• Teacher assesses student participation and writing through the process. • Students bring their interview notes to class for quote references. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students participate in brainstorming collaborations to create story ideas and offer alternatives or more in-depth ideas to each other. Listening skills and respectful responses are modeled and encouraged. • Student participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher using either the News Article Rubric or the Editorial Rubric, see attached. After the paper is published, students read and further edit their own published articles.

comprehension. CA b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 10. 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. **SL:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their	• Students each choose a news story to research and each chooses at least one person to interview. Teacher notes the student's topic and interview source. • Students write a rough draft of their news story and self-edit based on the teacher's check list on the board. • Peer editing takes place with each student reading other students' articles and striving to improve their writing. • Grammar usage and formatting discussed, and the teacher writes examples on the board to explain and address questions. • After revising, the student submits a final draft to the teacher who may then meet with the student, if needed, to discuss more editing. • This process continues with book or movie reviews, editorials, and feature stories. • Teacher uses the board to help students create an outline for their editorial with a hook, thesis, transitions, counter arguments, suggestions for solutions, and a conclusion. • Articles are published in the student newspaper and the newspaper is distributed throughout the school. • Student will need paper, pen, computer device with word processing program, and internet access. • The school's printer and copy machine are needed. • Examples of news stories, editorials, movie and book reviews, and feature stories are used. • Handouts which explain how to write news stories, editorials, movie/book reviews, and feature stories are used.	

own clearly. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		

RI: 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**Current Events and Hot Topics Class** •Students read local, national, and international news from various publications, analyzing the information and developing an opinion about the topic at hand. •Students are encouraged to bring articles they find interesting to class and discuss them. •Teacher reviews guidelines for group discussions. How to actively listen, how to respond without offending, how to refer back to something someone has said. A safe class atmosphere is established. •Teacher asks students to share a news topic that they feel strongly about. Opinions are shared; teacher takes notes on the perspectives on the board. •Pros and cons on the topic are discussed. •Class discussion continues on another student suggested topic. •Students choose a topic for their editorial. •Teacher hands out more detailed information about editorials and their components. • Interviewing etiquette is discussed, as well as plagiarism, paraphrasing, and how to quote accurately. •Teacher uses the board to help students create an outline for their editorial with a hook, thesis, transitions, counter arguments, suggestions for solutions, and a conclusion. •Informational resource such as the internet, printed material, and interviews are discussed, including how to accurately keep notes. •The use of polls is discussed. Students are shown how to create an accurate poll, how to use Excel to graph the polling results, and how to use the polling results in their argument. •Students write a rough draft of their news story and self-edit based on the teacher's check list on the board. •Peer editing with each student reading other students' articles and striving to improve their writing. •Questions of grammar usage and formatting come up, and the teacher writes examples on the board address questions. •After revising, the student submits a final draft to the teacher who may meet with the student, if needed, to discuss more editing. •This process continues with subsequent editorials. Finished editorials are emailed to local newspapers for possible publication • Student will need paper, pen, computer device with word processing program, and internet access.	• Teacher assesses student participation and writing throughout the various processes. • Students bring their interview notes to class for quote references. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students participate in brainstorming collaborations to create editorial ideas and offer alternatives or more in-depth ideas. • Listening skills and respectful responses are modeled and encouraged. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher using the Editorial Rubric, see attached. • Student stories are published on the class bulletin board and at the Project Fair.

8. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction **SL:** 1. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• The school's printer and copy machine are needed. • Current news stories and editorials are used. • Handouts which explain how to write editorials stories are used.	
W: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant	**Detective Fiction** • Students learn about and explore the genre of detective fiction. • Detective fiction is introduced chronologically with biographies on the writers and character studies of their detectives and manner of storytelling. • After the author and story introduction, the class reads the beginning of the short story aloud, taking turns reading. • The teacher interrupts the reading periodically to help the students analyze the story developments and literary devices. • Students annotate their copy of the story. • Students finish reading the story at home. • Class discusses the story, how the events unfolded, use of plot devices and development. • Students design their own literary detective including important character traits, detective style, side kick character, and an	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students give an oral presentation of the detective they have created, with visual aids, or they make a PowerPoint presentation. • Final drafts of students' detective stories are

descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. **SL:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RL**: 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	illustration of their detective. • Literary characters such as Sherlock Holmes, Miss Marple, and Hercule Poirot are studied and compared to their movie/TV portrayals. • Students plan and write their own detective story using the detective they created. • Students write a rough draft of their detective story and self-edit based on the teacher's check list on the board. • Peer editing with each student reading other students' stories and striving to improve their writing. • Questions of grammar usage and formatting come up, and the teacher writes examples on the board address questions. • After revising, the student submits a final draft to the teacher who may meet with the student, if needed, to discuss more editing. Stories are shared at the Project Fair. • Student will need paper, pen, computer device with word processing program, and internet access. • The school's printer and copy machine are needed. • Access to detective fiction short stories and film clips are needed: Doyle's *The Red Headed League,* Christi's *Witness for the Prosecution*, Rowe's *A Coin for the Ferryman*, Braun's *The Cat Who Talked to Ghosts*, and Hillerman's *Dance Hall of the Dead*.	shared at the Project Fair and evaluated using the Detective Character Rubric.
RL: 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly	**Exploring Literature** • Students explore novels, short stories, and poetry to gain a better understanding and appreciation of these literary forms.	• Teacher assesses student participation and writing throughout the various processes.

as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently **W:** 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and	• Novels are read aloud in class with the students and teacher taking turns reading, also with a recording of the authors reading. • Discussions center on the novel's plot and character development, the use of figurative language, character motivation, and literary devices. • Students make predictions about future outcomes and events as we read. • Students choose a character and analyze him/her using a graphic organizer and writing up their ideas in an essay. • Teacher provides a rubric for the assigned essay and discusses it with the students. • Student writing is improved with peer editing, further examination of the rubric, and the writing of a second draft. • Students write daily in class, with a Quick Write warm up and with extended writing assignments. • Writing assignment for Summerland centers on an imagined narrative in a setting rich in folklore and mythological meaning. • Final drafts of student writing are turned in via the internet. • Students collaborate to analyze and comprehend Byron's *The Lady of Shallot*. Students work together on one part of the poem, and then come together as a group to hear about the other parts and increase their understanding of this poem. • Student will need paper, pen, computer device with word processing program, and internet access. • The school's printer and copy machine are needed. • Copies of short stories, novels, and poetry, including: David Almond's *Skellig*, and Michael Chambon's *Summerland*, poetry by Langston Hughes, ee cummings, Wallace Stevens, Lord Byron, and Billy Collins. • Teacher-made graphic organizer is shared for student characterization.	• Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher, using the Characterization Essay Rubric, see attached. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students use appropriate terminology to correctly identify literary devices and there effect on the meaning and impact of the poetry and literature.

reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). 10. 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. **SL:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 6. Adapt speech to a variety of contexts and tasks,		

demonstrating command of formal English when indicated or appropriate. **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. 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 or trace the etymology of words. CA d. Verify the preliminary determination of the meaning of a word or phrase 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns)		

in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 6. 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.		
RL: 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. **SL:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and	**Assignments from *Language Network* textbook** (McDougal Littell) • Compare/Contrast essay assignment • After reading poems by Langston Hughes and Walt Whitman, class discusses elements of sound and sense in both poems, including author's purpose, tone, mood, poetic devices, and theme. • Using an interactive graphic organizer from: www.readwritethink.org/files/resources/interactives/venn_diagrams/, students analyze both poems, noting how they are aligned and how they differ, with special attention to how their structure influences their meaning and style. • In small groups, students share their information and collaborate on their observations. • Students create a thesis statement and an outline for their essays, deciding on the poem by poem format or the feature by feature format as described on page 431 of the text. • Concrete details (evidence from the poems) is gathered and added to each of the three body paragraphs of the outlines. • Students write a rough draft, adding paragraph transitions. • Students engage in guided peer editing, helping to improve thesis statements, topic sentences, grammar, and transitions. • Teacher shares Compare/Contrast essay rubric with the class. • Students write a second draft which is reviewed by the teacher. • Teacher gives written feedback on the second draft and students write the final draft using MLA formatting and citations. • Final drafts are evaluated using the Compare/Contrast essay rubric.	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher, using the Compare/Contrast Rubric. • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students use appropriate terminology to correctly identify literary devices and there effect on the meaning and impact of the poetry and literature. • Compare/Contrast rubric is used to assess students' final drafts.

issues, building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. 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 or trace the etymology of words. CA d. Verify the preliminary determination of the meaning of a word or phrase 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 6. 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.		
RL: 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of	**Narratives Elective Class** • Students explore historical and fictional narratives in this language arts class. • Texts include: *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass, *Walden* by Henry David Thoreau, *Pilgrim at Tinker Creek* by Annie Dillard, Howard Zinn's *A People's History of the United States* as well as excepts from Clara Barton, Chief Joseph, Eleanor Roosevelt, Helen Keller, Madame Curie. Fictional narratives include: *Wonder* by R. J. Palacio and Paul Bunyan stories. • Texts are read both in class and at home with small group and whole class discussions about aspects of the text including point of view, tone, author's purpose, plot development, historical relevance, and literary devices. • Students hear a short history about a historic figure and are given a quote to consider and write about in their journals.	• Teacher assesses student participation and writing throughout the various processes. • Student class participation is evaluated by the teacher face to face during discussions. • Student writing is done with at least two drafts which are evaluated by the teacher, using a rubric (either the Letter Home Rubric or the Compare/Contrast Rubric for the historical v. fictional essay). • Students write in class and at home to meet deadlines. • Students self-edit and peer edit to improve their own writing and editing skills. • Students use appropriate terminology to correctly identify literary devices and there effect on the meaning and impact of

the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **RI:** 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. **W:** 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	• After reading an excerpt from "I Will Fight No More, Forever," students are asked to write a letter home as if they were American soldiers chasing Chief Joseph as he and his people fled towards Canada. Students are encouraged to choose a realistic point of view, add authentic details and tone, and convey an emotion about the situation. • Letters are shared by the students orally in class. • After reading from Frederick Douglass narrative, students discuss and write about the author's tone and point of view, growing up a slave. • This perspective is enhanced by excerpts from Howard Zinn's *A People's History of the United States*. • In small groups, students analyze the historical events of American slavery conditions and Douglass' narrative. • Groups create a thesis with three main points and present their findings to the class either orally with visual aids, or with a PowerPoint presentation. • Students write a true personal narrative to illustrate some theme or aspect of their lives. Narratives include character development, dialogue, setting descriptions, and are at least five paragraphs long. •	the poetry and literature. • Oral Presentation Rubric is used to assess students' presentations.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. 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. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **SL:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. 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.		

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) **L:** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 3. Use knowledge of language and its conventions		

when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. 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 or trace the etymology of words. CA d. 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). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 6. 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.		

Checklist for Eighth Grade PHD Research Paper

The following requirements must be met for the format requirements for a MLA-style paper

General Format Specifications for all Pages of the Paper

_____ Double-spaced

_____ One-inch margins

_____ Last name & page number in upper right hand corner of all pages

Page One of the Paper

_____ Author's name is in the header on the left hand side of the first page.

_____ Instructor's name appears as the second line of the header on the left margin of the first page.

_____ The date appears as the fourth line of the header on the left margin of the paper.

_____ The title of the paper appears centered above the text.

MLA Citations

_____ Every source cited in the text must be documented in a Works Cited page at the end of the paper.

_____ Author's name (or a key word from the title) is located in a parenthetical citation or in an introduction to the borrowed material.

_____ Page number(s) (if applicable) are always placed in the parenthetical citation.

_____ Parenthetical citations at the end of the sentence are followed by the appropriate punctuation mark (comma or period) [Unless you indent the entire quotation].

Punctuation

_____ Quotations of four or fewer lines are placed within double quotation marks

_____ Quotations of more than four lines are indented ten spaces [1 inch] from the left margin. The text is double spaced. Use a comma or a colon after the last word in the text to mark the beginning of the quotation. The parenthetical citation for longer quotations follows the punctuation at the end of the last sentence of the quoted material.

_____ Periods and commas are ALWAYS placed inside quotation marks.

_____ Question marks and exclamation marks not originally in the quotation go outside the quotation marks.

_____ If a parenthetical reference ends a line, place the period after the reference.

_____ Use single quotation marks to set off a quotation within a quotation.

_____ An ellipsis is used when omitting words, phrases or sentences from quoted material. Be sure that the omission of content does not substantially change the meaning.

General Format Specifications

_____Spell numbers of one or two words [three, five million].

_____Use numerals for numbers of more than two words [3.56 2,456 1,489 602].

Works Cited Page

_____ "Works Cited" [without the quotation marks] is centered at the top of the page.

_____ The Works Cited page is a separate page at the end of the paper.

_____ The Works Cited page double-spaced.

_____ The first line of the first entry is typed flush with the left-hand margin.

_____ The second and all following lines of the entry are indented one-half inch.

_____ The Works Cited page contains entries that are listed in alphabetical order by the first word in each entry.

Specifications for Content

_____ Thesis is clearly stated in the introduction to the paper.

_____ Topic sentences are evident in each paragraph of the paper.

_____ Your thinking is evident and separated from the borrowed material with appropriate citations and quotations [You form arguments and ideas into paragraphs of your own creation. You DO NOT simply cut and paste evidence].

_____ Thesis is clearly restated in the conclusion of the paper.

_____ Minimum number of sources (3) are included on the "Works Cited" page.

_____ ALL borrowed material is cited

APPENDIX I
SCOPE AND SEQUENCE: MATHEMATICS

Santa Barbara Charter School – Math Scope & Sequence – Grade: Kindergarten

Counting & Cardinality

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
K.CC.A.1 Count to 100 by ones and by tens.	Direct teacher instruction, teacher created material, practice rote counting, utilizing math manipulatives (i.e. unifix cubes), counting school days.	Written and oral response.
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Direct teacher instruction, utilizing math manipulatives (i.e. unifix cubes, counting bears), practice counting on, Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, Contexts for Learning Mathematics: Organizing and Collecting: The Number System	Written and oral response.
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Direct teacher instruction, teacher created material.	Written response.
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted.	a. Frequent practice of counting objects to develop one-to-one correspondence, teacher created materials, utilizing math manipulatives, GEMS Frog Math. b. Activities to develop number conservation, teacher created materials, utilizing math manipulatives, GEMS Frog Math.	Oral response.

The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger	c. Counting with math manipulatives, embedded in number sense activities, GEMS Frog Math.	
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, Contexts for Learning Mathematics: Organizing and Collecting: The Number System, frequent counting activities with math manipulatives, GEMS Frog Math.	Oral and written response.
K.CC.C.6 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.	Direct teacher instruction, teacher created materials, math manipulatives	Oral, written, and pictorial response.
K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	Direct teacher instruction, teacher created material, Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, Contexts for Learning Mathematics: Organizing and Collecting: The Number System, frequent number sense activities.	Oral, written, and pictorial response.

Operations & Algebraic Thinking

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, 2 sounds (e.g., claps),	Direct teacher instruction, teacher created material, Contexts for Learning Mathematics: Bunk Beds and Apple	Oral, written, and pictorial response.

acting out situations, verbal explanations, expressions, or equations.	Boxes: Early Number Sense, Contexts for Learning Mathematics: Organizing and Collecting: The Number System, dramatization, illustration of number stories, FactsWise	
K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Direct teacher instruction, teacher created material, Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, FactsWise	Oral, written, and pictorial response.
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Direct teacher instruction, teacher created material, Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, FactsWise	Oral, written, and pictorial response.
K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Direct teacher instruction (i.e. ten frams), teacher created material, Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, FactsWise	Oral, written, and pictorial response.
K.OA.A.5 Fluently add and subtract within 5	Direct teacher instruction (i.e. ten frams), teacher created material, Contexts for Learning Mathematics: Bunk Beds and Apple Boxes: Early Number Sense, FactsWise	Oral, written, and pictorial response.

Number Operations in Base Ten

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
K.NBT.A.1 Compose and decompose	Direct teacher instruction, teacher	Oral, written, and pictorial response.

numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	created material, Contexts for Learning Mathematics: Organizing and Collecting: The Number System, utilization of math manipulatives.	

Measurement & Data

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Direct teacher instruction, teacher created material, utilization of math manipulatives.	Oral, written, and pictorial response.
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Direct teacher instruction, teacher created material, utilization of math manipulatives.	Oral, written, and pictorial response.
K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Direct teacher instruction, teacher created material, utilization of math manipulatives, GEMS Frog Math.	Oral, written, and pictorial response.

Geometry

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Direct teacher instruction of basic shapes (2D & 3D) and positional words, teacher created material, California Mathematics: Kindergarten, integrated art/science/ELA activities.	Oral, written, and pictorial response, finished work product.
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	Direct teacher instruction of basic shapes (2D & 3D), teacher created material, California Mathematics: Kindergarten, integrated art/science/ELA activities.	Oral, written, and pictorial response, finished work product.
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "lat") or three-dimensional ("solid").	Direct teacher instruction of basic shapes (2D & 3D), teacher created material, California Mathematics: Kindergarten, integrated art/science/ELA activities.	Oral, written, and pictorial response, finished work product.
K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Direct teacher instruction of basic shapes (2D & 3D), teacher created material, real world context (showing dice as an example of a cube shape), integrated art (i.e. modeling shapes using clay).	Oral, and pictorial response, finished work product.
K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Direct teacher instruction of basic shapes (2D & 3D), teacher created material, integrated art/language arts/science (i.e. paper cones).	Oral response and finished work product.
K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Direct teacher instruction, teacher created material, utilizing math manipulative (i.e. pattern blocks), integrated art activities.	Oral, and pictorial response, finished work product.

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Operations in Algebraic Thinking **Represent and Solve Problems involving addition and subtraction:** 1.OA.A.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.[1]	Contexts for Learning Math: Double-Decker Bus Context for Learning Math: Games for Early Number Sense Context for Learning Math: Mini-Lessons for Addition and Subtraction Investigations in Numbers, Data, and Space: Mathematical Thinking, Grade 1 (TERC) FactWise Investigations in Numbers, Data, and Space: Building Number Sense (TERC) Marcie Cook Math Tiles	CLM Unit Rubric (In development by UCSB) Work samples Mastery Checklist FactWise Assessment observational records
1.OA.A.2 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.	Contexts for Learning Math: Double Decker Bus Contexts for Learning Math: Bunk Beds and Apple Boxes Investigations in Number, Data, and Space: Number Games and Story Problems Math Excursions: Cookies	CLM Unit Rubric (In development at UCSB) Mastery checklist Work samples
Understand and apply properties of operations and the relationship between addition and	Contexts for Learning Math: Double-Decker	CLM Unit Rubric (In development by

subtraction. 1.OA.B.3 Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* 1.OA.B.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	Bus Context for Learning Math: Games for Early Number Sense Context for Learning Math: Mini-Lessons for Addition and Subtraction Investigations in Numbers, Data, and Space: Mathematical Thinking, Grade 1 (TERC) FactWise Investigations in Numbers, Data, and Space: Building Number Sense (TERC) Marcie Cook Tiles	UCSB) Observational records Work samples Mastery Checklist FactWise Assessment
Add and subtract within 20: 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Contexts for Learning Math: Beads and Shoes and Making Twos FactWise Investigations in Numbers, Data, and Space: Building Number Sense Marcie Cook Tiles Madeline by Louis Bemelman	Observational records CLM Unit Rubric (In developmentby UCSB) Work samples Mastery Checklist FactWise Assessment
1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number	Contexts for Learning Math: Double-Decker Bus Context for Learning Math: Games for Early	CLM Unit Rubric (In developmentby UCSB) Work samples

leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Number Sense Context for Learning Math: Mini-Lessons for Addition and Subtraction Investigations in Numbers, Data, and Space: Mathematical Thinking, Grade 1 (TERC) FactWise Investigations in Numbers, Data, and Space: Building Number Sense (TERC)	Mastery Checklist FactWise Assessment
Work with addition and subtraction equations: 1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	*Contexts for Learning Mathematics: Double Decker Bus* *Contexts for Learning Mathematics: Mini-Lessons for Addition and Subtraction* *Investigating Number, Data, and Space* Marcie Cook Math Tiles	CLM Unit Rubric (In development by UCSB) Mastery Checklist Work samples Observational records
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.*	*FactWise* *Contexts for Learning Mathematics, Organizing and Collecting*	*FactWise* Assessment CLM Unit Rubric (In development at UCSB)
Number and Operations in Base Ten **Extend the counting sequence:** 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	*Contexts for Learning Mathematics, Organizing and Collecting* *Supplemental Materials (teaher-made, Scott Foresman)* Marcie Cook Math Tiles *One Hundred Hungry Ants* by Elinor J. Pinczes	CLM Unit Rubric (In development by UCSB) Mastery checklist *FactWise* Assessment Observational Records

Understand Place Value: 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: • CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a "ten." • CCSS.Math.Content.1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • CCSS.Math.Content.1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	*Contexts in Learning Math: Organizing and Collecting* Marcie Cook Math Tiles Marilyn Burns's Learning Centers	CLM Unit Rubric (In development by UCSB) Mastery checklist *FactWise* Assessment Observational records
1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	"The Hungry Crocodile" or "The Hungry Man" Marcie Cook Math Tiles Supplemental Materials (Scott Foresman, teacher-made) *Contexts for Learning Mathematics: Mini-Lessons for Extending Addition and Subtraction*	Mastery checklist Work sample
Use place value understanding and properties of operations to add and subtract: 1.NBT.C.4 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	CLM Unit Rubric (In development by UCSB) Mastery checklist *FactWise* Assessment *Contexts for Learning Mathematics: Measuring for the Art Show* Introduce Open Number Line	Work sample CLM Unit Rubric (In development at UCSB) Observational records

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.	Supplemental Materials (Scott Foresman, teacher-made)	
1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	*Context in Learning Mathematics: Double Decker Bus* *Contexts in Learning Mathematics: Games for Early Number Sense* *Contexts in Learning Mathematics: Mini-Lessons for Extending Addition and Subtraction*	CLM Unit Rubrics (in development at UCSB) Teacher-made assessment Mastery checklist
1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.	*Contexts in Learning Mathematics: Measuring for the Art Show*	CLM Unit Rubrics Mastery Checklist Work samples
Measurement and Data **Measure lengths indirectly and by iterating length units:** 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	*Investigating Number, Data, and Space: Bigger, Taller, Heavier, Smaller* Supplemental Materials (Scott Foresman, teacher-made*)*	Work samples Mastery checklist Observational records
1.MD.A.2 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*	*Investigating Number, Data, and Space: Bigger, Taller, Heavier, Smaller* Supplemental Materials (Scott Foresman, teacher-made*)*	Work samples Mastery checklist

with no gaps or overlaps.		
Tell and write time: 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	Supplemental Materials (Teacher-created, Scott Foresman) *The Grouchy Ladybug* by Eric Carle	Work samples Mastery checklist Observational work
Represent and interpret data: 1.MD.C.4 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.	*Investigations in Number, Data, and Space: Survey Questions and Secret Rules* *Scholastic* magazine	Work samples Observational records
Geometry **Reason with shapes and their attributes:** 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	*Investigations in Number, Data, and Space: Quilt Squares and Block Towns* *Math Excursions: Quilts* Supplemental Materials (Scott Foresman)	Work samples Observations and anecdotal notes
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1]	*Investigations in Number, Data, and Space: Quilt Squares and Block Towns* *Math Excursions: Quilts* Supplemental Materials (Scott Foresman)	Work samples Observations and anecdotal notes
1.G.A.3 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.	Supplemental materials (Scott Foresman)	Work samples Mastsery checklist

Santa Barbara Charter School – Math Scope & Sequence – Grade: 2

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment

Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction: 2.OA.A.1 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.[1]	Learning in Context- Trades, Jumps, and Stops: Early Algebra Investigations in Number Data and Space (TERC)-Mathematical Thinking at Grade 2, Coins, Coupons, and Combinations Math Excursions	Observational notes, unit worksheets, and supplemental pre and posttest. Pre-test and post-test (TERC) Work Samples Observational notes
Add and subtract within 20: 2.OA.B.2 Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.	Subtraction Lapbook Amazing Math Squares Project FactWise	Adding and Subtracting Pre-test and post-test Factwise Assessment
Work with equal groups of objects to gain foundations for multiplication: 2.OA.C.3 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.	Context for Learning Mathematics-Beads, Shoes, and Making Twos: Extending Number Sense Supplemental worksheets such as, Scott Foresman. The Magic Pot (doubling)	Odd and Even Numbers Pre and Post-test Work Samples Observational Notes
2.OA.C.4 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.	TERC- Shapes, Halves, and Symmetry Supplemental worksheets	Adding Groups of Numbers Pre and Post test
Numbers and Operations in Base Ten Understand Place Value: 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7	Context for Learning Mathematics-Organizing and Collecting: The Number System Context for Learning Mathematics-Ages and	Unit Rubric (Context in Learning Math) Work Samples

hundreds, 0 tens, and 6 ones. Understand the following as special cases: • • CCSS.Math.Content.2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a "hundred." • CCSS.Math.Content.2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Timelines: Subtraction on the Open Number line Context for Learning Mathematics–Mini-lessons for extending addition and subtraction TERC–Putting Together and Taking Apart Place Value Flipbook Sir Cumference and All the King's Tens	Observational Notes
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	TERC–Coins, Coupons, and Combinations	Work Samples Mastery Checklist
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	TERC–Coins, Coupons, and Combinations What Makes a Million	Work Samples Mastery Checklist Anecdotal Observation
2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	The Hungry Crocodile Worksheets, Scott Foresman, etc.	Work Samples Mastery Checklist
Use Place Value Understanding and Properties of Operations to Add and Subtract: 2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and	Context for Learning Mathematics–Organizing and Collecting: The Number System Context for Learning Mathematics–The T-	Mastery Checklist Unit Rubric (in development by U.C.S.B.) Work Samples

properties of operations.	shirt Factory (optional) M ath Excursions	O bservationalN otes
2.NBT.B.7 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	C ontext for Learning M athematics- M easuring for the A rt Show : A ddition on the O pen N umber Line C ontext for Learning M athematics-A ges and T imelines: Subtraction on the O pen N umber Line C ontext for Learning M athematics-The T-Shirt Factory: Place V alue A ddition and Subtraction	U nit Rubrics (in developm ent by U .C .S .B .) W ork Sam ples O bservationalN otes
2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	C ontext for Learning M athematics- M easuring for the A rt Show : A ddition on the O pen N umber Line C ontext for Learning M athematics-A ges and T imelines: Subtraction on the O pen N umber Line C ontext for Learning M athematics-The T-Shirt Factory: Place V alue A ddition and Subtraction M arilyn Burns' C enters	U nit Rubrics (in developm ent by U .C .S .B) W ork Sam ples O bservationalN otes
.2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[1]	C ontext for Learning M athematics- M easuring for the A rt Show : A ddition on the O pen N umber Line C ontext for Learning M athematics-A ges and	U nit Rubrics (in developm ent by U .C .S .B) W ork Sam ples

	Timelines: Subtraction on the Open Number Line Context for Learning Mathematics-The T-Shirt Factory: Place Value Addition and Subtraction	Observational Notes
Measurement and Data **Measure and estimate lengths in standard units:** 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Context for Learning Mathematics-Measuring for the Art Show: Addition on the Open Number Line Supplemental Materials such as Scott Foresman How Big is a Foot Brain Pop Jr.	Unit Rubrics (in development by UCSB) Work Samples Observational Notes
2.MD.A.2 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.	Context for Learning Mathematics-Measuring for the Art Show: Addition on the Open Number Line Supplemental Materials such as Scott Foresman How Big is a Foot Brain Pop Jr.	Unit Rubrics (in development by UCSB) Work Samples Observational Notes
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Context for Learning Mathematics-Measuring for the Art Show: Addition on the Open Number Line Supplemental Materials such as Scott	Unit Rubrics (in development by UCSB)

	Foresman How Big is a Foot Brain Pop Jr.	Work Samples Observational Notes
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Context for Learning Mathematics- Measuring for the Art Show: Addition on the Open Number Line Supplemental Materials such as Scott Foresman How Big is a Foot Brain Pop Jr.	Unit Rubrics (in development by U.C.S.B) Work Samples Observational Notes

Relate addition and subtraction to length: 2.MD.B.5 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.	Context for Learning Mathematics-Measuring for the Art Show: Addition on the Open Number Line Supplemental Materials such as Scott Foresman Brain Pop Jr.	Unit Rubrics (in development by UCSB) Work Samples Observational Notes
2.MD.B.6 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.	Context for Learning Mathematics-Measuring for the Art Show: Addition on the Open Number Line Supplemental Materials such as Scott Foresman Brain Pop Jr.	Unit Rubrics (in development by UCSB) Observational Notes Work Samples
Work with time and money: 2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Supplemental worksheets such as, Scott Foresman *The Grouchy Ladybug*	Mastery Checklist
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	*Context in Learning Mathematics-Trades, Jumps, and Stops: Early Algebra* Supplemental worksheets such as, Scott Foresman *Math Excursions*	Unit Rubrics (in development by UCSB) Work Samples Mastery Checklist Observational Notes
Represent and interpret data: 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated	Supplemental worksheets such as, Scott Foresman	Work Samples

measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		
2.MD.D.10 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[1] using information presented in a bar graph.	*TERC- How Many Pockets, How Many Teeth?* *TERC- Putting Together, Taking Apart* Supplemental worksheets such as, Scott Foresman and Scholastics	Work Samples Mastery Checklist
Geometry **Reason with shapes and their attributes:** 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	*TERC- Shapes, Halves, and Symmetry* Supplemental worksheets such as, Scott Foresman Brain Pop Jr. *Terrance the Trapezoid* *Sir Cumference and the Frist Round Table*	Work Samples Mastery Checklist
2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	*TERC- Shapes, Halves, and Symmetry* Supplemental worksheets such as, Scott Foresman	Work Samples Observational Notes
2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	*TERC- Shapes, Halves, and Symmetry* Supplemental worksheets such as, Scott Foresman Brain Pop Jr.	Work Samples Observational Notes

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Operations and Algebraic Thinking		
Represent and solve problems involving multiplication and division.		
CCSS.Math.Content.3.OA.A.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.	*Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Math Minutes for Third Grade* by Alaska Hults Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.3.OA.A.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	*FactsWise* multiplication and division, Ellipsis Math *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication*	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum

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.	*and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Math Minutes for Third Grade* by Alaska Hults Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.3.OA.A.3 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.	*Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Math Minutes for Third Grade* by Alaska Hults Teacher created materials *The Big Dinner*, CLM, Houghton Mifflin Harcourt. Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Anecdotal Records
CCSS.Math.Content.3.OA.A.4 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 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	*Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Math Minutes for Third Grade* by Alaska Hults	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Anecdotal Records

	Teacher created materials *The Big Dinner*, CLM, Houghton Mifflin Harcourt. Number Talks	
Understand properties of multiplication and the relationship between multiplication and division.		
CCSS.Math.Content.3.OA.B.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	*FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Math Minutes for Third Grade* by Alaska Hults Teacher created materials *The Big Dinner*, CLM, Houghton Mifflin Harcourt. Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Anecdotal Records
CCSS.Math.Content.3.OA.B.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	*FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Math Minutes for Third Grade* by Alaska Hults Teacher created materials *The Big Dinner*, CLM, Houghton Mifflin	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Anecdotal Records

	Harcourt. Number Talks	
Multiply and divide within 100.		
CCSS.Math.Content.3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	*FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. Teacher created materials *Scott Foresman California Mathematics,* Harcourt Brace Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Anecdotal Records Student self-evaluation Peer evaluation and feedback
Solve problems involving the four operations, and identify and explain patterns in arithmetic.*		
CCSS.Math.Content.3.OA.D.8 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.	*Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Scott Foresman California Mathematics,* Harcourt Brace Teacher created materials Math Congress	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum

	Gallery Walk Student self-evaluation Peer evaluation and feedback Mathematician's Expedition	
CCSS.Math.Content.3.OA.D.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.	*Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Scott Foresman California Mathematics,* Harcourt Brace Teacher created materials Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Performance tasks
Number and operation in base Ten		
Use place value understanding and properties of operations to perform multi-digit arithmetic.[1]	*FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Mini-Lessons and Extensions for Addition and Subtraction*, CLM, Houghton Mifflin Harcourt *Scott Foresman California Mathematics,* Harcourt Brace Teacher created materials *FactsWise* addition and subtraction, Ellipsis Math *The T-Shirt Factory*, CLM, Houghton Mifflin Harcourt. Math Congress Gallery Walk Student self-evaluation	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Performance tasks

	Peer evaluation and feedback Number Talks	
CCSS.Math.Content.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	*Scott Foresman California Mathematics,* Harcourt Brace Teacher created materials *FactsWise* addition and subtraction, Ellipsis Math *The T-Shirt Factory*, CLM, Houghton Mifflin Harcourt. Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum
CCSS.Math.Content.3.NBT.A.2 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.	*FactsWise* addition and subtraction, Ellipsis Math *Math Minutes for Third Grade* by Alaska Hults Scott Foresman *California Mathematics,* Harcourt Brace *Mini-Lessons and Extensions for Addition and Subtraction*, CLM, Houghton Mifflin Harcourt Teacher created materials *The T-Shirt Factory*, CLM, Houghton Mifflin Harcourt. *Ages and Timelines*, CLM, Houghton Mifflin Harcourt. Math Congress Gallery Walk Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Landscape of Learning continuum Performance tasks
CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	*FactsWise* multiplication and division, Ellipsis Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *The Big Dinner*, CLM, Houghton Mifflin Harcourt.	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment

	Muffles Truffles, CLM, Houghton Mifflin Harcourt. *The T-Shirt Factory*, CLM, Houghton Mifflin Harcourt. Teacher created materials Math Congress Gallery Walk Number Talks	Landscape of Learning continuum Student self-evaluation Peer evaluation and feedback Anecdotal Records
Number and Operations--Fractions		
Develop understanding of fractions as numbers.		
CCSS.Math.Content.3.NF.A.1 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.	*Fair Shares,* TERC Teacher created materials Number Talks	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
CCSS.Math.Content.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	*Fair Shares,* TERC Teacher created materials Number Talks	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
CCSS.Math.Content.3.NF.A.2a 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.	*Fair Shares,* TERC Teacher created materials Number Talks	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment

CCSS.Math.Content.3.NF.A.2b 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.	*Fair Shares,* TERC Teacher created materials Number Talks	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
CCSS.Math.Content.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	*Fair Shares,* TERC Teacher created materials Number Talks	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
CCSS.Math.Content.3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	*Fair Shares,* TERC Teacher created materials Number Talks	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
CCSS.Math.Content.3.NF.A.3b 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.	*Fair Shares,* TERC Teacher created materials Number Talks Scott Foresman *California Mathematics,* Harcourt Brace	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
CCSS.Math.Content.3.NF.A.3c 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.	*Fair Shares,* TERC Teacher created materials Number Talks Scott Foresman *California Mathematics,* Harcourt Brace	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment

CCSS.Math.Content.3.NF.A.3d 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.	*Fair Shares,* TERC Teacher created materials Number Talks Scott Foresman *California Mathematics,* Harcourt Brace	Student self-evaluation Peer evaluation and feedback Anecdotal Records Teacher created assessment
Measurement and Data		
Solve problems involving measurement and estimation.		
CCSS.Math.Content.3.MD.A.1 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.	Number Talks Teacher created materials Scott Foresman *California Mathematics,* Harcourt Brace	Teacher created assessment Quizzes Anecdotal Records
CCSS.Math.Content.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the	FOSS science *Math Minutes for Third Grade* by Alaska Hults Scott Foresman *California Mathematics,* Harcourt Brace	Teacher created assessment Quizzes Anecdotal Records

problem.		
Represent and interpret data.		
CCSS.Math.Content.3.MD.B.3 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.	Teacher created materials *Math Minutes for Third Grade* by Alaska Hults Scott Foresman *California Mathematics,* Harcourt Brace Number Talks Scholastic News supplemental worksheets Mathematician's Expedition	Teacher created assessment Anecdotal Records
CCSS.Math.Content.3.MD.B.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.	Teacher created materials FOSS Science	Teacher created assessment Anecdotal Records
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
CCSS.Math.Content.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	*Flips, Turns, and Area*, TERC Scott Foresman *California Mathematics,* Harcourt Brace *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Muffles Truffles*, CLM, Houghton Mifflin	Teacher created assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback

	Harcourt. Number Talks Math Congress Gallery Walk	Anecdotal Records
CCSS.Math.Content.3.MD.C.5a 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.	*Flips, Turns, and Area*, TERC Scott Foresman *California Mathematics,* Harcourt Brace *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Muffles Truffles*, CLM, Houghton Mifflin Harcourt. Number Talks Math Congress Gallery Walk	Teacher created assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.3.MD.C.5b 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.	*Flips, Turns, and Area*, TERC Scott Foresman *California Mathematics,* Harcourt Brace Number Talks *Math Minutes for Third Grade* by Alaska Hults	Teacher created assessment Anecdotal Records
CCSS.Math.Content.3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	*Flips, Turns, and Area*, TERC Scott Foresman *California Mathematics,* Harcourt Brace Number Talks *Math Minutes for Third Grade* by Alaska Hults	Teacher created assessment Anecdotal Records
CCSS.Math.Content.3.MD.C.7 Relate area to the operations of	*Muffles Truffles*, CLM, Houghton Mifflin Harcourt.	Teacher created assessment Landscape of Learning continuum

multiplication and addition.	*Flips, Turns, and Area*, TERC Scott Foresman *California Mathematics,* Harcourt Brace Number Talks *Math Minutes for Third Grade* by Alaska Hults *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt	Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.3.MD.C.7a 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.	*Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Flips, Turns, and Area*, TERC Scott Foresman *California Mathematics,* Harcourt Brace Number Talks *Math Minutes for Third Grade* by Alaska Hults *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt	Teacher created assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.3.MD.C.7b 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.	*Muffles Truffles*, CLM, Houghton Mifflin Harcourt. Number Talks *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt	Teacher created assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records

CCSS.Math.Content.3.MD.C.7c 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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	*Muffles Truffles*, CLM, Houghton Mifflin Harcourt. Number Talks *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt	Teacher created assessment Anecdotal Records
CCSS.Math.Content.3.MD.C.7d 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.	*Muffles Truffles*, CLM, Houghton Mifflin Harcourt. *Flips, Turns, and Area*, TERC Number Talks *Grocery Store, Stamps, and Measuring Strips*, CLM, Houghton Mifflin Harcourt. *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt	Teacher created assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
Geometric measurement: recognize perimeter.		
CCSS.Math.Content.3.MD.D.8 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.	Teacher created materials Geometry Lap Book Scott Foresman *California Mathematics,* Harcourt Brace *Turtle Paths*, TERC *3D geometry*, TERC	Teacher created assessment Peer evaluation and feedback Anecdotal Records
Geometry		
Reason with shapes and their		

attributes.		
CCSS.Math.Content.3.G.A.1 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.	Teacher created materials Geometry Lap Book Scott Foresman *California Mathematics,* Harcourt Brace *Turtle Paths*, TERC *3D geometry*, TERC	Teacher created assessment Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.3.G.A.2 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.	Teacher created materials Scott Foresman *California Mathematics,* Harcourt Brace *Turtle Paths*, TERC *Flips, Turns, and Area*, TERC	Teacher created assessment Peer evaluation and feedback Anecdotal Records

Using Contexts for Learning Mathematics with Your Curriculum

Contexts for Learning Mathematics is a series of 24 units on the topics of number, operation, and algebra, K-6, developed by teacher educators, mathematicians, classroom teachers, and researchers from Mathematics in the City and the Freudenthal Institute. *Contexts for Learning Mathematics* was not designed as a stand-alone curriculum. Currently, the series does not include a comprehensive treatment of the full scope of mathematics topics in grades K-6 although more units may be developed in the future. The units should therefore be seen as replacement units when working on the related topics. You will find the *Contexts for Learning Mathematics* can enhance your existing math curriculum.

If you are currently using a basal program that provides practice sheets for procedures you explain first, you may find that initially the use of the Contexts materials presents some hurdles. These are very important, beneficial hurdles, but be prepared! Your students

will need to develop a trust that their thinking matters; that they will be asked to present, discuss, and justify their ideas; that because you value their thinking you will not explain what to do up-front; and that it is their job to convince others they are right rather than your job to acknowledge correct answers. This approach only prepares them to be young mathematicians at work!

These materials may be helpful as a bridge from textbook to a blended learning crosswalk that will support you in this current transition to the Common Core State Standards for Mathematics. You may find your students find it difficult at first, stick with it. Consistency is important: once your students trust that you value mathematical thinking, it will be hard to stop them. [1]

Series Overview

Investigating **Number Sense, Addition, and Subtraction** (Grades K-3) supports the development of such fundamental topics as place value, compensation and equivalence, addition and subtraction on the open number line, and the efficient use of the five-and ten-structures.

Investigating **Multiplication and Division** (Grades 3-5) explores with increasing sophistication big ideas in multiplication and division including systematic factoring and the distributive, associative, and commutative properties as well as their use in computation.

Investigating **Fractions, Decimals, and Percents** (Grades 4-6) examines fundamental topics such as equivalence of fractions, operations with fractions, proportional reasoning, rates, and the ordering of decimals.[2]

Grade 3 Contexts for Learning Mathematics and enVision Math Crosswalk
Blending them and meeting The Common Core Standards for Mathematics

The blended learning crosswalk, included with CCSS for Mathematics, suggests *Contexts for Learning Mathematics* units to replace related topics from the enVision Math textbook. The crosswalk is designed with the development of the learner in mind. The problems students are asked to investigate are rich, with opening possibilities to pursue many mathematical inquiries no matter where your learner is on the Landscape of Learning. The Landscapes of Learning will provide invaluable assistance in assessing, documenting, monitoring, and celebrating your young mathematicians' accomplishments.

Using the Crosswalk

Spend time and familiarize yourself with the crosswalk. Review the recommendation and the *Contexts for Learning Mathematics* units. It is strongly suggested before launching the investigations in your classroom that ample time be spent working through all the investigations from the *Contexts for Learning Mathematics* units.

Assess and evaluate (1) implementing the recommended crosswalk with the schools current Academic Year Plan at the specific grade level and (2) students number sense. Following this, recognize areas of strength and identify stretches in your students thinking. You may find that other schools are implementing the recommended crosswalk. Collaborating with other schools may help support the transition from primarily using the enVision Math textbook to blending the *Contexts for Learning Mathematics* units with enVision in your classroom. Lastly, the blended learning crosswalk is a guide and it is encouraged to adapt the crosswalk to meet the needs of the students.

Along with the units from the *Contexts for Learning Mathematics* series are Yearlong resource Minilessons units. The Minilesson units suggested here is: Minilessons for Extending Multiplication and Division and Minilesson for Operations with Fractions, Decimals and Percents. In contrast to the investigations, the minilesson is more guided and explicit, designed to be used daily and at least, fifteen minutes. They can be done whole class or with a small group. The Minilessons in the resource unit are crafted as "strings" of computation problems designed to encourage students to look to the numbers first, before they decide on a computation strategy. These minilessons will support your students in automatizing the basic facts while simultaneously developing numeracy.

Each day, no matter what other unit or materials you are using, you might choose a minilesson from this resource to provide your students with experiences to develop efficient computation. As you work with the minilessons from the resource book, it is very important to remember two things. First, honor students' strategies. Accept alternative solutions and explore why they work. The intent is not to get all learners to use the same strategy at the end of the string. Secondly, do not use the string as a recipe that cannot be varied. You will need to be flexible. Although the strings have been carefully crafted to support the development of these strategies, they are not foolproof: if the numbers in the string are not sufficient to produce the results intended, you will need to insert additional problems, depending on your students' responses, to finish the job.

Grade 3 Contexts for Learning Mathematics and enVision Math Crosswalk
Blending them and meeting The Common Core Standards for Mathematics

Updated Aug. 22, 2013

Number and Operations in Base Ten

§ Use place value understanding and properties of operations to add and subtract.

September: ***Measuring Farms.*** The Contexts for Learning Mathematics materials assume that students have been through the second grade unit *Measuring for the Art Show*, yet often this is not the case. If students are not familiar with the use of the open number line to represent addition and subtraction strategies, students will not develop the representations and strategies they need when using later Contexts units. The open number line is also crucial if students are to use open arrays in multiplication, so the farms provide a context for student's construction of the meaning in the open number line. The open number line model will be used throughout third grade, especially when student's work

through the material in enVision Topics 2, 3, and 4 as well as in many Minilessons designed to continue their development of computational fluency.

Minilesson: For all percent strategies from this topic, use Minilessons for Extending Addition and Subtraction strings **C9-C13.** Continue to reference the context of the ***Measuring Farms***; revisiting this context allows for reflection, during whole group, discussing the Minilessons strings.

My Notes:

enVision: **Topic 2 Rounding, 2.1-2.4.**

Number and Operations in Base Ten

§ Understand place value.
§ Use place value understanding and properties of operations to add and subtract.

October: ***The T-Shirt Factory.*** The traditional paper/pencil algorithms for addition and subtraction as well as place value are the focus of ***The T-Shirt Factory.*** The context used, however, provides a rich opportunity for the algorithms to be constructed with meaning whereas the primary tool in most curricula is base-ten blocks. Research has shown that base-ten blocks lead many children to misconceptions as they manipulate them formally instead of learning to decompose number fluently.

Replace: *The T-Shirt Factory* replaces enVision Topic 1 Numeration.
A long-term objective on the horizon of the addition and subtraction landscape is for children to look to the numbers first before deciding on a strategy.

Since, it is early in the year and you do not know where the children are, this investigation will help you assess their ability to count large numbers of objects, and their understanding of place value.

Begin each day with a Minilessons strings, choose from **Minilessons** for Extending Addition and Subtraction strings **C9-C13**, adjusting numbers as necessary corresponding to this topic. These Minilessons strings of related problems encourages children to use expanded notation and make partial sums. These Minilessons can be used in place of some of the mental math. enVision Topic 3.2, have students cut apart a hundreds chart and make a number line out of it so they see how this representation links to measurement. This is important, because otherwise students rely on the patterns in the chart instead of connecting them to place value.

Operations and Algebraic Thinking	**Measurement and Data**
§ Represent and solve problems involving multiplication and division. § Understand properties of multiplication and the relationship between multiplication and division. § Multiply and divide with 100. § Solve problems involving the four operations, and identify and explain patterns in arithmetic.	§ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. § Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

November: ***Groceries, Stamps and Measuring Strips. Groceries, Stamps, and Measuring Strips*** makes use of realistic contexts to introduce big ideas and strategies related to multiplication. There are multiple contexts in this unit where multiplication is represented on the array. This is an important starting place for developing multiplicative thinking.

Pictures: Minilessons for Early Multiplication and Division **A1-A10**
MEMD B1-B5 (Continue!)

enVision: **Topic 8 Multiplication Facts: Use Known Facts.** In this topic, students are asked to calculate multiplication facts, using known facts. To help students continue to build computational fluency, continue to work with the number line and follow Minilessons for Early Multiplication and Division strings **B1-B18** as whole group and as individual practice problems.

Note: The pictures for arrays and introduction of the area model can be used to develop fluency with early multiplication facts.

Number and Operations - Fractions

§ Develop understanding of fractions as numbers.

December: Using Stamps from ***Groceries, Stamps and Measuring Strips*** introduce fractions as operators. Students will use the array to continue developing their understanding of part-whole relations.

For example: Begin with a 4 by 3 array of stamps and ask students what is,

1/2 of 12
1/3 of 12
2/3 of 12

enVision: **Topic 16 Customary Measurement, 16.1-16.5. (This topic may also be used after the number line has fully emerged).**
enVision: **Topic 17 Metric Measurement.**

Operations and Algebraic Thinking

§ Represent and solve problems involving multiplication and division.
§ Understand properties of multiplication and the relationship between multiplication and division.
§ Multiply and divide with 100.
§ Solve problems involving the four operations, and identify and explain patterns in arithmetic.

January: ***The Big Dinner*****.** ***The Big Dinner*** introduces the ratio table model for multiplication. This model is missing. The ratio table is an important model that supports the development of multiplicative thinking and leads to proportional reasoning. The ratio table is used as a tool to foster efficient use of partial products, the numbers chosen on the ratio tables in this unit have been chosen to support learners in moving away from repeated addition strategies towards more efficient grouping strategies.

Replace: *The Big Dinner* replaces enVision Topic 6 Multiplication Concepts and will use Minilessons for Early Multiplication and Division subsequently along with enVision Topics 7-10. **Note: Omit enVision Topic 13.** This topic is covered in ***The Big Dinner*** and can be omitted.

Note: enVision Topic 6.2, arrays as multiplication comes in enVision Topic 14 where the Muffles Truffles unit is introduced.

Take two days and practice with problems from the end of Topic 7 of enVision, and let students choose methods for multiplication: either the array or the ratio table.

Minilesson: For all percent strategies from this topic, Choose from Minilessons for Early Multiplication and Division strings **C1-C12.** Continue to reference the context of the ***Groceries, Stamps and Measuring Strips and The Big Dinner***; revisiting this context allows for reflection, during whole group, discussing the Minilessons strings.

enVision: **Topic 12 Fraction Concepts, 12.5-12.8.**

Number and Operations in Base Ten

§ Use place value understanding and properties of operations to perform multi-digit arithmetic.

February: ***Ages and Timelines.*** ***Ages and Timelines, days 1-10.*** The primary algorithm for subtraction is regrouping (called "trade first"). ***Ages and Timelines*** deeply explores a variety of strategies and models for subtraction in order to help children develop a repertoire of strategies for mental arithmetic. The open number line model developed in this unit supports the development of various subtraction strategies, constant difference and the relationship between addition and subtraction. The open number line model will be used throughout third grade, especially when student's work through the material in Envision Topics 2, 3, and 4 as well as in many Mini-lessons designed to continue their development of computational fluency.

Minilessons for Extending Addition and Subtraction strings **C19-C23.** This guide provides an important resource to support the development of efficient computation strategies for double and triple digit addition and subtraction. These Minilessons strings are written progressively.

For example:
143 - 10
143 - 9
143 - 20
143 - 19

It is crucial that students understand these strategies instead of merely memorizing an algorithm that they are not ready for. The strings are all to be represented with an open number line and there are sample dialogues in the Minilesson unit. If necessary, adjust the numbers in these strings so they are accessible to your students and yet push them.

Notes:

Number and Operation in Base Ten	**Measurement and Data**
§ Generalize place value understanding for multi-digit whole numbers. § Use place value understanding and properties of operations to perform multi-digit arithmetic.	§ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. § Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

March & April: ***Muffles Truffles. Muffles Truffles*** provides an important addition by developing the open array as a model that can be used as a powerful tool to support the development of partial products, and the distributive, commutative, and associative properties. This interactive unit links place value and early multiplicative thinking.

Replace: *Muffles Truffles* replaces enVision Topic 14 Multiplying Greater Numbers and also covers ideas in enVision Topic 18 Perimeter, Area, and Volume.

My Notes:

enVision**: Topic 5, Solids.**

Replace enVision **Topic 10 Division Facts** and use **Minilessons** for Early Multiplication and Division Pictures **E1-E5.** These **Minilessons** relate multiplication and division strings in a context, such as a number of cars and the total number of tires they have

on the ratio table. Continue to reference the context of the ***The Big Dinner***; revisiting this context allows for reflection, during whole group, discussing the Minilesson strings.

enVision: **Topic 11 Patterns and Relationships.** This topic includes patterns and relationships. As an alternative approach, use Minilessons for Early Multiplication and Division Pictures **A1-A5**, one each day. The area model will be used throughout the following topics and will be an important model for students in fourth grade.

Replace enVision Topic 15 with Minilessons for Extending Multiplication and Division strings **A1- A5.**

MEMD: D12-D16

enVision: **Topic 19 Decimal Operation and Money.** Return to practice with the ratio table. Decimal operations and money have been covered in ***The Big Dinner*** unit. Use Minilessons for Extending Multiplication and Division strings **A11- A15.**

NOTE: **(1)** Each summer the crosswalk will be updated to reflect the additional units teachers learn about **(2)** CCSS Geometry-G.A.1 and Measurement and Data- MD.A.1, MD.A.2, MD.B.3 use enVision.

* Disclaimer: The crosswalk is designed to start the beginning of the academic year. If starting mid-year contact Monica Mendoza: monica@math.ucsb.edu , Carla Neufeldt-Abatie: carla@math.ucsb.edu or Bill Jacob: jacob@math.ucsb.edu

Drafted by professor Bill Jacob, UCSB Math Dept. and Monica Mendoza, UCSB Math Dept..

---

[1] Description extracted from the Contexts for Learning Mathematics website at www.contextsforlearning.com

[2] Further product information can be found at the Heinemann website: www.heinemann.com

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Operations and Algebraic Thinking		
Use the four operations with whole numbers to solve problems.		
CCSS.Math.Content.4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM, Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.OA.A.2 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,	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes

distinguishing multiplicative comparison from additive comparison.1	Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.OA.A.3 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.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
Gain familiarity with factors and multiples.		
CCSS.Math.Content.4.OA.B.4 Find all factor	*FactsWise* multiplication and division, Ellipsis	Teacher created assessment

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.	Math *Mini-Lessons and Extensions for Multiplication and Division,* CLM, Houghton Mifflin Harcourt *Math Minutes for Fourth Grade* by Alaska Hults *Scott Foresman, California Mathematics,* Harcourt Brace Teacher created materials	Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum
Generate and analyze patterns.		
CCSS.Math.Content.4.OA.C.5 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.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM, Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
<u>Number & Operations in Base Ten</u>		
Generalize place value understanding for		

multi-digit whole numbers.		
CCSS.Math.Content.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM, Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records

	Peer evaluation and feedback Number Talks	
CCSS.Math.Content.4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
Use place value understanding and properties of operations to perform multi-digit arithmetic.		
CCSS.Math.Content.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum

	The Box Factory CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NBT.B.5 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.	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton Mifflin Harcourt *The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain	*Muffles Truffles* CLM, Houghton Mifflin Harcourt *Minilessons for Early Multiplication and Division* and *Minilessons for Extending Multiplication and Division* CLM,Houghton Mifflin Harcourt	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment

the calculation by using equations, rectangular arrays, and/or area models.	*The Teachers' Lounge* CLM, Houghton Mifflin Harcourt *The Box Factory* CLM, Houghton Mifflin Harcourt Teacher created materials Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Number Talks	Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
Fractions		
Extend understanding of fraction equivalence and ordering.		
CCSS.Math.Content.4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions,*	Teacher created assessment Teacher created formative

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.	*Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
Build fractions from unit fractions.		
CCSS.Math.Content.4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes

	Different Shapes, Equal Pieces TERC, Dale Seymore Teacher created materials	Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress

		Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records

CCSS.Math.Content.4.NF.B.4a Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt	Teacher created assessment Teacher created formative assessment Benchmark assessments

person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	*Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
Understand decimal notation for fractions, and compare decimal fractions.		
CCSS.Math.Content.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes

	Seymore Teacher created materials	Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
CCSS.Math.Content.4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Minilessons for Operations with Fractions, Decimals and Percents* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Teacher created materials	Teacher created assessment Teacher created formative assessment Benchmark assessments Quizzes Unit Assessment Landscape of Learning continuum Math Congress Gallery Walk Student self-evaluation Peer evaluation and feedback Anecdotal Records
<u>Measurement and Data</u>		
Solve problems involving measurement and conversion of measurements.		
CCSS.Math.Content.4.MD.A.1 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	Teacher created materials *Scott Foresman California Mathematics,* Harcourt Brace *Math Minutes for Fourth Grade* by Alaska Hults	Anecdotal Records Teacher created assessment Benchmark assessments Unit assessments

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), ...		
CCSS.Math.Content.4.MD.A.2 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.	*Scott Foresman California Mathematics,* Harcourt Brace *Math Minutes for Fourth Grade* by Alaska Hults Teacher created materials FOSS science units including *Structures of Life* and *Matter and Energy*	Teacher created assessment Benchmark assessments Unit assessments Quizzes
CCSS.Math.Content.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	*Different Shapes, Equal Pieces* TERC, Dale Seymore Scott Foresman *California Mathematics,* Harcourt Brace Teacher created materials	Teacher created assessment Benchmark assessments Unit assessments Quizzes
Represent and interpret data.		
CCSS.Math.Content.4.MD.B.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	*Field Trips and Fundraisers* CLM, Houghton Mifflin Harcourt *Different Shapes, Equal Pieces* TERC, Dale Seymore Scott Foresman *California Mathematics,*	Teacher created assessment Benchmark assessments Unit assessments

plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Harcourt Brace	
Geometric measurement: understand concepts of angle and measure angles.		
CCSS.Math.Content.4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	*Turtle Paths* TERC, Dale Seymore Scott Foresman *California Mathematics,* Harcourt Brace Teacher created materials *Math Minutes for Fourth Grade* by Alaska Hults	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records
CCSS.Math.Content.4.MD.C.5a 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.	*Turtle Paths* TERC, Dale Seymore Scott Foresman *California Mathematics,* Harcourt Brace Teacher created materials *Math Minutes for Fourth Grade* by Alaska Hults	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records
CCSS.Math.Content.4.MD.C.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	*Turtle Paths* TERC, Dale Seymore Scott Foresman *California Mathematics,* Harcourt Brace Teacher created materials *Math Minutes for Fourth Grade* by Alaska Hults	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records
CCSS.Math.Content.4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	*Turtle Paths* TERC, Dale Seymore Scott Foresman *California Mathematics,* Harcourt Brace	Teacher created assessment Benchmark assessments Unit assessments

	Teacher created materials *Math Minutes for Fourth Grade* by Alaska Hults	Work samples Anecdotal records
CCSS.Math.Content.4.MD.C.7 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.	*Turtle Paths* TERC, Dale Seymore Scott Foresman *California Mathematics,* Harcourt Brace Teacher created materials *Math Minutes for Fourth Grade* by Alaska Hults	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records
Geometry		
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
CCSS.Math.Content.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Scott Foresman *California Mathematics,* Harcourt Brace *Intermediate Geometry Grade 4,* Steck-Vaughn Geometry Lap book Interactive Journal Teacher created materials	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records
CCSS.Math.Content.4.G.A.2 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.	Scott Foresman *California Mathematics,* Harcourt Brace *Intermediate Geometry Grade 4,* Steck-Vaughn Geometry Lap book Interactive Journal	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records

	Teacher created materials	
CCSS.Math.Content.4.G.A.3 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.	Scott Foresman *California Mathematics,* Harcourt Brace *Intermediate Geometry Grade 4,* Steck-Vaughn Geometry Lap book Interactive Journal Teacher created materials	Teacher created assessment Benchmark assessments Unit assessments Work samples Anecdotal records

Using Contexts for Learning Mathematics with Your Curriculum

Contexts for Learning Mathematics is a series of 24 units on the topics of number, operation, and algebra, K-6, developed by teacher educators, mathematicians, classroom teachers, and researchers from Mathematics in the City and the Freudenthal Institute. *Contexts for Learning Mathematics* was not designed as a stand-alone curriculum. Currently, the series does not include a comprehensive treatment of the full scope of mathematics topics in grades K-6 although more units may be developed in the future. The units should therefore be seen as replacement units when working on the related topics. You will find the *Contexts for Learning Mathematics* can enhance your existing math curriculum.

If you are currently using a basal program that provides practice sheets for procedures you explain first, you may find that initially the use of the Contexts materials presents some hurdles. These are very important, beneficial hurdles, but be prepared! Your students will need to develop a trust that their thinking matters; that they will be asked to present, discuss, and justify their ideas; that because you value their thinking you will not explain what to do up-front; and that it is their job to convince others they are right rather than your job to acknowledge correct answers. This approach only prepares them to be young mathematicians at work!

These materials may be helpful as a bridge from textbook to a blended learning crosswalk that will support you in this current transition to the Common Core State Standards for Mathematics. You may find your students find it difficult at first, stick with it. Consistency is important: once your students trust that you value mathematical thinking, it will be hard to stop them. [1]

Series Overview

Investigating **Number Sense, Addition, and Subtraction** (Grades K-3) supports the development of such fundamental topics as place value, compensation and equivalence, addition and subtraction on the open number line, and the efficient use of the five-and ten-structures.
Investigating **Multiplication and Division** (Grades 3-5) explores with increasing sophistication big ideas in multiplication and division including systematic factoring and the distributive, associative, and commutative properties as well as their use in computation.
Investigating **Fractions, Decimals, and Percents** (Grades 4-6) examines fundamental topics such as equivalence of fractions, operations with fractions, proportional reasoning, rates, and the ordering of decimals.[2]

Grade 4 Contexts for Learning Mathematics and enVision Math Crosswalk
Blending them and meeting The Common Core Standards for Mathematics

The blended learning crosswalk suggests *Contexts for Learning Mathematics* units to replace related topics from the enVision Math textbook included with CCSS. The crosswalk is designed with the development of the learner in mind. The problems students are asked to investigate are rich, with opening possibilities to pursue many mathematical inquiries no matter where your learner is on the landscapes of learning. The landscapes of learning will provide invaluable assistance in assessing, documenting, monitoring, and celebrating your young mathematicians' accomplishments.

Using the Crosswalk
Spend time and familiarize yourself with the crosswalk. Review the recommendation and the *Contexts for Learning Mathematics* units. It is strongly suggested before launching the investigations in your classroom that ample time be spent working through all the investigations.

Assess and evaluate (1) implementing the recommended crosswalk with the schools current Academic Year Plan at the specific grade level and (2) students number sense. Following this, recognize areas of strength and identify stretches in your students thinking. You may find that other schools are implementing the recommended crosswalk. Collaborating with other schools may help support the transition from primarily using the enVision Math textbook to blending the *Contexts for Learning Mathematics* units with enVision in your classroom. Lastly, the blended learning crosswalk is a guide and it is encouraged to adapt the crosswalk to meet the needs of the students.

Along with the units from the *Contexts for Learning Mathematics* series is A Yearlong Resource filled with minilessons to support building students computational fluency. The Minilesson units suggested here are: *Minilessons for Early Multiplication and Division,*

Minilessons for Extending Multiplication and Division, and *Minilessons for Operations with Fractions, Decimals and Percents*. In contrast to investigations, the minilessons are guided and explicit, designed to be used daily and to run ten to fifteen minutes each day. They can be done whole class or with a small group. The Minilessons in the resource unit are crafted as "strings" of computation problems designed to encourage students to look to the numbers first, before they decide on a computation strategy. These minilessons will supports your students in automatizing the basic facts while simultaneously developing numeracy.

Each day, no matter what other unit or materials you are using, you might choose a minilesson from this resource to provide your students with experiences to develop efficient computation. As you work with the minilessons from the resource book, it is very important to remember two things. First, honor students' strategies. Accept alternative solutions and explore why they work. The intent is not to get all learners to use the same strategy at the end of the string. Secondly, do not use the string as a recipe that cannot be varied. You will need to be flexible. Although the strings have been carefully crafted to support the development of strategies, they are not foolproof: if the numbers in the string are not sufficient to produce the results intended, you will need to insert additional problems, depending on your students' responses, to finish the job.

Grade 4 Contexts for Learning Mathematics and enVision Math Crosswalk
Blending them and meeting The Common Core Standards for Mathematics

Operations and Algebraic Thinking

§ Using the four operations with whole numbers to solve problems.
§ Generate and analyze patterns.

Number and Operations in Base Ten

§ Generalize place value understanding for multi-digit whole numbers.
§ Use place value understanding and properties of operations to perform multi-digit arithmetic.

Week 1: ***Muffles Truffles, days 1-4.*** This interactive unit links place value and early multiplicative thinking. It provides a nice way to start the year and a way to get to know students mathematically by developing the open array as a model that can be used as a powerful tool to support the development of partial products, and the distributive, commutative, and associative properties.

Replace: *Muffles Truffles* replaces enVision Topic 1 Numeration and Place Value and enVision Topic 4 Multiplying by 1-digit numbers.

Quick Images: **MEMD Appendix K for ten Frame**
Quick Images: **MEMD D1-D3** (using five-times, using partial products, and doubling)

Week 2: ***Muffles Truffles days 5-7.*** Students need time to explore what happens when multiplying by the base and explore why this pattern occurs-to help them construct how place value is involved.

MEMD = *Minilessons for Early Multiplication and Division*
MXMD = *Minilessons for Extending Multiplication and Division*

Week 3: ***Muffles Truffles days 8-10.*** Take two days and practice with problems from the end of Topic 4 of enVision, and let students choose methods for multiplication: either the array or abbreviating the array with the standard algorithm.

Week 4: Use **MEMD** Array section D7-D14 as needed for five days to develop fluency using arrays to multiply one digit numbers by multi-digit numbers. All of this uses all partial produces as illustrated in ***Muffles Truffles***.

Operations and Algebraic Thinking

§ Using the four operations with whole numbers to solve problems.
§ Generate and analyze patterns.

Number and Operations in Base Ten

§ Generalize place value understanding for multi-digit whole numbers.

§ Use place value understanding and properties of operations to perform multi-digit arithmetic.

Week 5: ***The Teachers' Lounge, days 1-3. The Teachers Lounge*** provides an opportunity for children to deepen their understanding of the connection between partitive and quotative division. It also emphasizes the distributive property within real life contexts for the development of partial-products and partial-quotient strategies for multiplication and division. Place value is also emphasized to lay the foundation for the long division algorithm.

Replace: ***The Teachers' Lounge*** replaces enVision Topic 7 on Dividing by 1-Digit Divisors. Factors and prime and composite numbers will be covered in ***The Box Factory***. At the end of ***The Teachers' Lounge***, for practice have students work some of the problems from enVision Days 7&8.

MEMD D15-D20

Week 6: ***The Teachers' Lounge, days 4-7.***

MXMD A26-A28

Week 7: ***The Teachers' Lounge, days 8-10.***

Week 8: **enVision Topic 6, 6.3-6.7,** omit **6.1-6.2.** Completing more Minilessons that lead to multiplying two two-digit numbers as in **MXMD** A15-A22.

Week 9: **enVision Topic 5: Variable and Equations, 5.1-5.5.** Return and practice more Minilessons using the open number line for addition and subtraction. It is possible then, that students may want to use the open number line to represent their work on the algebra problems in this unit of enVision. Continue to point out the equivalences! (In grade 5 the open number line will be used to solve algebra problems.)

Number and Operations - Fractions

§ Extend understanding of fraction equivalence and ordering.
§ Build fractions from unit fractions.
§ Understand decimal notation for fractions, and compare decimal fractions

Week 10: ***Field Trips and Fundraisers, days 1-3. Field Trips and Fundraisers*** supports the generalization between various fraction models such as fair-sharing, the bar model and part/whole relations. It also introduces the use of the open number line, which supports addition and subtraction fraction work to come. Research shows that it is important to build a connection between fair-sharing whole number division situations and fractions.

Replace: *Field Trips and Fundraisers* replaces enVision Topic 9, Topic 10 and Topic 11.

OFDP = *Minilessons for Operations with Fractions, Decimals and Percents*

Week 11: ***Field Trips and Fundraisers, days 4-7.***

OFDP B1-B12 as whole group and as individual practice problems. The clock model is a helpful model for adding and subtracting fractions such as fourths, thirds, sixths, and twelfths. Several fraction-to-minutes equivalents are discussed using the clock model as well as the money model.

Week 12: ***Field Trips and Fundraisers, days 8-10.***

OFDP A1-A10

Note: enVision Topic 12 is omitted because these operations are not emphasis standards (only one question on CST) and the operation sense needed to do this are covered in the Minilessons.

Week 13: **enVision Topic 13: Solving Equations, 13.1-13.5.** Continue review with Minilessons for multiplication and division, as needed.

Week 14: **enVision Topic 16: Data and Graphs, 16.1-16.6**

Operations and Algebraic Thinking

- Using the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Week 15: ***The Box Factory, days 1-3. The Box Factory*** emphasizes the associative property and supports the generalization of the relationship between surface area and volume in rectangular solids. As developed in ***Muffles Truffles***, students use the array model as a tool to think with-to prove and explore their ideas about multiplicative reasoning. Students can explore the associative property and explore changes in the fact that volume changes as the dimensions of the boxes change.

Replace: *The Box Factory* replaces enVision Topic 15 and the last sections from enVision Topic 7.

Week 16: ***The Box Factory, days 4-7.***

MXMD A60-A62

Week 17: ***The Box Factory, days 8-10.***

Week 18: **Topic 15: Measurement, Perimeter, and Area, 15.1-15.2 and 15.5.**

Week 19: **Topic 8: Lines, Angles, Shapes and Solids, 8.1-8.5.**

Week 20: **Topic 19: Congruence and Symmetry, 19.1-19.4.**

Week 21: **Topic 14: Integers, 14.1-14.4.**

Week 22: **Topic 17: Length and Coordinates, 17.1-17.4.**

Week 23: **Topic 18: Formulas and Equations, 18.1-18.5.**

Week 24: **Topic 20: Probability, 20.1-20.4.**

NOTE: **(1)** Each summer the crosswalk will be updated to reflect the additional units teachers learn about **(2)** CCSS Geometry and Measurement and Data use enVision.

* Disclaimer: The crosswalk is designed to start the beginning of the academic year. If starting mid-year contact Monica Mendoza: monica@math.ucsb.edu , Carla Neufeldt-Abatie: carla@math.ucsb.edu or Bill Jacob: jacob@math.ucsb.edu

[1] Description extracted from the Contexts for Learning Mathematics website at www.contextsforlearning.com
[2] Further product information can be found at the Heinemann website: www.heinemann.com

Operations and Algebraic Thinking

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Write and interpret numerical expressions. OA.5.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Instructional strategies primarily reference appropriate lessons and materials from the basal unit text, Primary Mathematics, 5A and 5B. Also used are fifth grade units from the Contexts For Learning Bill Jacobs mathematics: The Box Factory: Extending Multiplication with the Array, and The Farm: area and measurement. • Understand the Order of Operations • Compute expressions in parenthesis	Primary Mathematics unit assessments (summative) Scott Foresman Diagnosing Math Readiness for Grade 5 Assessment (Formative) Independent practice worksheets (Formative) Primary Mathematics checkpoints (benchmark) Math in Contexts unit assessments and rubrics
OA.5.2. 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 × (8 + 7). Recognize that 3 × (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.	• Represent an expression as a mathematical phrase with numbers and operation signs • Use the distributive Property • Bill Jacobs Box Unit	(As Above)
OA.5.2.1 Express a whole number in the range 2-50 as a product of its prime	• Identify the greatest common factor of two numbers	(As Above)

factors. For example, find the prime factors of 24 and express 24 as 2x2x2x3.	• Identify the lowest common multiple of two or more numbers • Find all the prime numbers between 1 and 50. • Factors composite numbers into their prime factors • Show and practice Prime factorization of numbers • Practice	
Analyze patterns and relationships. OA 5.3. 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.	• Identify and graph ordered pairs in the four quadrants of the coordinate plane • Interpret information from a graph or equation • Identify relationships between corresponding terms	(As Above)

Number and Operations in Base Ten

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Understand the place value system. NBT.5.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	• Understand place value for very large numbers • Compare very large numbers • Round numbers to the nearest round value, up to millions	(As Above)
NBT.5.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	• Multiply and divide a number by tens, hundreds or thousands • Multiply and divide a number by multiples of ten, hundred or thousand • Practice multiplying and dividing by tens, hundreds and thousands	(As Above)
NBT.5.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	• Change decimals to fractions • Locate decimals on a number line • Compare and Order decimals • Add and subtract decimals • Use estimation to check an answer	(As Above)
NBT.5.4. Use place value understanding to round decimals to any place.	• Round Decimals to whole numbers and to 1 and 2 decimal	(As Above)

	places	
Perform operations with multi-digit whole numbers and with decimals to hundredths. NBT.5.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	• Multiply whole numbers using standard algorithm	(As Above)
NBT.5.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	• Divide whole numbers up to 4-digits with 2-digit divisors • Bill Jacobs Box Unit to teach arrays/area models and the relationship between division and multiplication	(As Above)
NBT.5.7. 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.	• Relate each digit in a decimal number to its place value, up to 3 decimal places	(As Above)

Number and Operations—Fractions

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Use equivalent fractions as a strategy to add and subtract fractions. NF.5.1. 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.)	• Review fractions • Review equivalent fractions • Review mixed numbers • Compare fractions and mixed numbers • Understand the relationship between fractions and division • Express fractions as mixed numbers in simplest form	(As Above)
NF.5.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	• Solve word problems showing the relationship between fractions and division • Review addition of like and related fractions • Add unlike fractions • Practice adding and subtracting fractions • Solve simple word problems involving the addition and subtraction of fractions • Add and subtract mixed numbers, in word problems also	(As Above)
Apply and extend previous understandings of multiplication and division to multiply and divide fractions. NF.5.3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word	• Practice multiplying and dividing fractions	(As Above)

problems involving division of whole numbers leading to answers in the form of fractions, mixed numbers, or decimal fractions, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?		
NF.5.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.) b. Find the area of a rectangle with	• Multiply a fraction by a whole number • Divide a fraction by a whole number • Solve word problems that involve fraction of a whole • Practice solving simple word problems that involve fractions of a whole • Practice multiplication of fractions and expressing them in simplest form. • Solve simple word problems showing the relationship between fractions and division.	(As Above)

fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
NF.5.5. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	• Compare fractions to the product • Compare fraction equivalencies	(As Above)
NF.5.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	• Solve simple word problems involving the multiplication and division of fractions and mixed numbers	(As Above)
NF.5.7. Apply and extend previous understandings of division to divide unit	• Solve word problems that involve fraction of a whole	(As Above)

fractions by whole numbers and whole numbers by unit fractions.1 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings	• Solve simple word problems showing the relationship between fractions and division	

are in 2 cups of raisins?		

Measurement and Data

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Convert like measurement units within a given measurement system. MD.5.1. 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.	• Convert measurements in decimal form from larger units to smaller units (e.g. 0.8 m = 80 cm) • Convert measurements in decimal form from larger units to compound units • Convert measurements in decimal form from smaller units to larger units • Convert measurements in decimal form from compound units to larger units • Practice converting measurements in decimal form from larger units to smaller/compound units and vice versa	(As Above)
Represent and interpret data. 2. 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. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the	• Identify and graph ordered pairs in the four quadrants of the coordinate graph • Graph linear equations • Graph vertical and horizontal lines • Interpret information from a graph or equation	(As Above)

beakers were redistributed equally.		
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. MD 5.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	• Review volume of solids • Review volume of rectangular prisms in different measures using the formula LxW xH • Find the volume of rectangular prisms in different measures using the product of base area and height • Find the unknown edges of rectangular prisms, given their volume	(As Above)
MD 5.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	• Find the volume of water in rectangular containers • Given the volume of water in rectangular containers, find the height of its water level • Convert measurements from l/ml to cm 3 and vice versa	(As Above)
MD 5.5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying	• Solve more word problems involving the volume of water in rectangular containers • Given the volume of water in rectangular containers in liters, find the height of its water level • Find the increase/decrease in height of water level given the volume, using the formula: LxW xH	(As Above)

the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volume of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	• Practice finding volume of rectangular prisms • Practice finding the unknown edges of rectangular containers	

Geometry

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Graph points on the coordinate plane to solve real-world and mathematical problems. G.5.1. Use a pair of perpendicular	• Represent data in a line graph • Interpret line graphs	(As Above)

number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axis and coordinates correspond (e.g. x-axis and x-coordinate, y-axis and y-coordinate)		
G.5.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	• Graph angles using simple word problems involving points in the first quadrant of the coordinate plane	(As Above)
Classify two-dimensional figures into categories based on their properties. G.5.3. 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.	• Estimate and measure angles • Tell directions in relation to an 8-point compass • Determine the angle between various points on the compass	(As Above)
G.5.3.1 Distinguish among rectangles, parallelograms, and trapezoids.	• Study the angle properties of parallelograms	(As Above)

	• Find unknown angles in a parallelogram • Find unknown angles in a trapezoid	
G 5.4. Classify two-dimensional figures in a hierarchy based on properties.	• Identify and classify 2-dimensional figures	(As Above)
G 5.5. Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems. (CA – Standard MG 2.2)	• Find out that vertically opposite angles are equal • Find out that angles on a straight line add up to 180 degrees • Find out that angles at a point add up to 360 degrees Find unknown angles using these properties of angles	(As Above)
G 5.6. Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e. two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). (CA – Standard MG 1.1)	• Find the sum, properties and angles of triangles, parallelograms and rectangles. • Use a ruler and set square to draw parallel lines • Draw a rectangle, a parallelogram and a rhombus	(As Above)

Santa Barbara Charter School – Math Scope & Sequence – Grade: 6

Common Core State Standard(s)	Instructional Strategies & Educational Materials	Assessment

Ratios and Proportional Relationships (6.RP): • Understand ratio concepts and use ratio reasoning to solve problems (6.RP.1, 6.RP.2, 6.RP.3)	Instructional strategies primarily reference appropriate lessons and materials from *CPM Core Connections, Course 1 (2013)*, which is aligned with the Grade 6 CCSS Mathematics Standards. A textbook is available to every student. These are supplemented as appropriate with instruction and practice using *Harcourt HSP Math (2009),* which is aligned with CST and traditional algorithms. *CPM* curriculum is referenced by chapter, section, and lesson number (e.g., "CPM 1.1.1"). CPM 3.1.2, 3.1.6, 4.2.3, 4.2.4, 5.2.1, 7.1.2, 7.1.3, 8.3.2, 8.3.3, 9.2.2, 9.2.3, 9.2.4 • How do they compare or how are they changing? • How can I change the size but keep the shape the same? • What is the relationship? • Are they equivalent?	Note: *CPM* lessons and assessments incorporate the following CCSS and (presumed) "Smarter Balance" mathematical practices: 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. CPM team and individual chapter assessments (summative) CPM Checkpoints 3, 4, and 5 (benchmark) HSP independent practice worksheets (formative)
The Number System (6.NS): • Apply and extend previous understanding of multiplication and division to divide fractions by fractions (6.NS.1)	CPM 6.1.2, 6.1.3, 6.1.4, 7.2.1, 7.2.2, 7.2.3, 7.2.4 • Is there another way to see it?	CPM team and individual chapter assessments (summative) CPM Checkpoints 7A and 8B (benchmark)

	• How can I rewrite it? • What is the relationship? • Are they equivalent?	HSP worksheets (formative)
• Compute fluently with multi-digit numbers and find common factors and multiples (6.NS.2, 6.NS.3, 6.NS.4)	Weekly *Factswise* practice. CPM 1.2.4, 2.3.3, 3.1.4, 3.2.2, 5.2.1, 6.1.2, 7.2.3 • How can I organize my work? • How can I break it into smaller pieces? • How can I build it?	CPM team and individual chapter assessments (summative) CPM Checkpoints 7A and 8B (benchmark) HSP worksheets (formative) *Factswise* assessment (formative)
• Apply and extend previous understandings of numbers to the system of rational numbers (6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8)	CPM 3.2.1, 3.2.2, 3.2.3, 3.2.4 • How can I visualize it?	CPM team and individual chapter assessments (summative) CPM Checkpoints 1 and 6 (benchmark)
Expressions and Equations (6.EE): • Apply and extend previous understandings of arithmetic to algebraic expressions (6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4)	CPM 1.2.4, 2.3.2, 4.1.1, 4.1.3, 6.2.1, 6.2.3, 6.2.4, 6.2.5, 7.3.2, 7.3.3, 7.3.4 • How can I use a variable? • What are expressions and equations? • How can I represent it or rewrite it?	CPM team and individual chapter assessments (summative) CPM Checkpoint 8A (benchmark) HSP worksheets (formative)

• Reason and solve one-variable equations and inequalities (6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8) • Represent and analyze quantitative relationships between dependent and independent variables (6.EE.9)	• What is the relationship? CPM 4.1.1, 4.1.3, 7.3.4, 8.3.1, 8.3.2 • How can I use a variable? • What is the relationship? • How is it changing? • Are they equivalent? CPM 8.3.1, 8.3.2 • What is the relationship? • How can I represent the data? • How is it changing?	CPM team and individual chapter assessments (summative) CPM Checkpoint 9B (benchmark) HSP worksheets (formative) CPM team and individual chapter assessments (summative) HSP worksheets (formative)
Geometry (6.G) • Solve real-world and mathematical problems involving area, surface area, and volume (6.G.1, 6.G.2, 6.G.3, 6.G.4)	CPM 1.1.2, 2.2.1, 2.2.2, 2.2.3, 3.2.4, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 9.1.1, 9.1.2 • How can I measure area, and how does it change? • Is there another way to see it? • How can I break it into smaller shapes? • How can I rearrange the shape?	CPM team and individual chapter assessments (summative) CPM Checkpoint 7B (benchmark) HSP worksheets (formative)

	• How much will it hold? • Am I measuring in one, two, or three dimensions?	
Statistics and Probability (6.SP) • Develop understanding of statistical probability (6.SP.1, 6.SP.2, 6.SP.3) • Summarize and describe distributions (6.SP.4, 6.SP.5)	CPM 1.1.4, 2.1.1, 2.1.2, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1 • How can I organize it? • What information can I get? • How can I represent the data? • What is the relationship?	CPM team and individual chapter assessments (summative) HSP worksheets (formative)

Mathematical Practices *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 express regularity in repeated reasoning*		
Common Core State Standard	Instructional Strategies & Educational	Assessment

	Materials	
Recognize and represent proportional relationships between quantities: • 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. • Represent proportional relationships by equations, *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t=pn.* • Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. • Explain what a point (*x,y*) means on a graph showing a proportional relationship, in terms of the situation, with special attention to the points (*0,0*) and (*1,r*) where *r* is the unit rate. Apply/extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers • Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s	CPM Core Connections Course 2 4.2.1-4.2.4, 9.1.1 • How does it grow? Recognizing Proportional Relationships- Study of Sonia and Gustavo • How can I see a proportion? • How can a graph help? • Connecting Representations of Proportional Relationships Project Connection: Exploring Mass, Weight and Density • Measure the mass of a material (aluminum, copper, brass, etc). Submerge it in a known volume of water and measure its displacement. Identify units of measure. Each team measures a different mass sample. Create a class table of results. How are the entries on the table related? What patterns do you see? Plot mass vs. displacement of the single material. • Graph the mass vs. the volume of water displaced. Project the line. Does it go through the origin? Why or why not? • Review units used. What do the units represent? If we call this relationship density, represent the proportional relationships between mass, volume and density as an equation. • Project a line with standard density value for material tested, and compare	• Identify and articulate significant patterns • Analyze expectation in each case of doubling. Demonstrate why each table does/not confirm a doubling relationship • Explain 3 specific characteristics of proportional relationships based on comparison of Sonja/Gustavo's situations • Point out 3 graph and table characteristics that illustrate if a relationship is proportional • Given a situation, represent the situation accurately using a table. Determine the constant of proportionality (or unit rate) • Describe to a friend how to use the table to determine if a relationship is proportional. Could the friend do this correctly? Project Connections: • Accurately tabulate mass, volume measurements • Graph shows reasonable linear relationship using experimental values • Represent proportional relationship correctly • Draw conclusions, show understanding beyond current case with float/sink predictions.

or eventually repeats. Solve real-world and mathematical problems involving the four operations with rational numbers.	with experimental results. Suggest any sources of disagreement and discuss. • Each team takes one m-v measurement of second material, calculates density using equation represented and projects a line. Students in class share their plot points and compare points with predicted line based on measurement. • Extension: Measure density of water by measuring mass in a known-mass graduated cylinder. Plot as above. Based on ratio of the density of an object to that of water, will it sink or float? *See also Project Connection: Bubble Madness*	• Discuss precision, accuracy and error showing understanding of use and limitations of tools and measurement precision.
• Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* • Understand p+*q as the number located a distance* $\|q\|$ from *p*, in the positive or negative direction depending on whether *q* is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). • Understand subtraction of rational numbers as adding the additive inverse, *p-q=p+(-q).* 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. • Apply properties of operations as	CPM Core Connections Course 2 2.2.1-2.2.3 • How can I build it? Composing Integers: Integers and rational numbers as lengths; • How can I find the length? Number lines; Additive Inverse and Additive Identity • Generalize from length to *distance* and *direction* with number line, using *absolute value* to indicate distance in any direction. Project connection: *Tug-O-War* On game board, student and partner use spinners to create integer expressions using addition and subtraction. Choose operation, calculate based on spinners, move marker, recording starting	• Explain how a negative number describes a movement using integer vocabulary • Represent signed expressions on number lines and equate with adding signed numbers to show additive inverse. • Correctly evaluate *absolute value* expressions • Correctly use number line to create an *absolute value* expression of distance • Correctly records *Tug-o-war* numerical expression, calculates spaces traveled, records starting and ending position • Student model of subatomic proton and neutrons, balances charges in atom diagrams correctly. • Students describe isotopes and neutron count in atoms, showing understanding and ability to generalize to other atoms.

strategies to add and subtract rational numbers	position, expression, and ending position. First person to reach 11 wins. Project Connection: Properties of Matter- Atomic Models Students find familiar elements on Periodic Table and learn about evolving ideas regarding basic units of matter, from to present. Students examine modern atomic models from John Dalton to Neils Bohr to Erwin Schrodinger. Students create models (diagram and materials-based) showing distribution of charged particles and balance.	
• 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 (-1)(-1)=1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. • 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 p and q are integers, then *–(p/q)=(-p)/q=p/(-q)* • Apply properties of operations as strategies to multiply and divide rational numbers.	CPM Core Connections Course 2 2.2.4, 3.2.3, 3.2.5, 3.3.1 • Multiplication as repeated addition • Multiplication as repeated subtraction • All operations with signed numbers • Connect multiplication with division using inverses and reciprocals to aid generalization • Division with Rational Numbers Project Connection: Flag Football Students mark off playing field. After each play, number of yards gained and lost are recorded for offense. Stats are tallied and discussed in after-game round-up format.	• Diagrams effectively justify whether two expressions using repeated addition/ integer multiplication are equivalent • Demonstrate rewriting of division problems with fractions, then solve. • Effectively uses words, examples, pictures and numerical sentences to show what it means to multiply a negative number by another negative number • Use knowledge of negative rational numbers and rewriting of division problems with fractions to show that *–(p/q)= (-p)/q=p/(-q)* • Correctly record tug-o-war numerical expression, calculates spaces traveled, records starting and ending position

	Project Connection: *Tug-O-War* On game board, student and partner use spinners to create integer expressions using addition, subtraction, multiplication and division. Choose operation, calculate based on spinners, move marker, recording starting position, expression, and ending position. First person to reach 11 wins.	
Solve multi-step real-world 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, involving the four operations with rational numbers. • 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. Apply/extend previous understandings of multiplication and division and of fractions to multiply and divide rational	CPM Core Connections Course 2 5.3.1, 5.3.2, 5.3.3, 6.2.4 • Using a table to write equations from Word Problems. • How can I draw it? • How do I use the 5-D process: "Describe, Define, Do, Decide, Declare" • How can I Model it?- presentation of modeling strategies • Choosing a Solving Strategy What information do you know? *What do you need to find out?* What diagram can you draw to represent this situation? *How did you organize your work? *How can a wrong answer help you revise your thinking? Project Connection: Pizzeria Students create a middle school pizzeria,	• Drawn picture or diagram represents situation accurately • Student uses "Describe, Define, Do, Decide, Declare," showing how each element works together to solve problem • Write reflection on how a peer might understand your explanation, and how additional elements could help someone else better make sense of your explanation Project Connection • Students create and present posters with recommended pricing structure. Explanations include models and strategies used in visual, verbal and equation forms. Two numerical examples show application in two different situations • Students answer questions from peers regarding their model • Tables show proposals for menu prices that take into account real-world pricing

numbers • 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.	invite families to their restaurant for a pizza day, where some students run the kitchen, while others take orders and serve. Students create recipes and menus for pizza, then create a pricing structure, based on the number of toppings and other criteria (such as size). They translate this information into linear equations to find the base price (y-intercept) and cost per additional topping (slope) for pizza. Students calculate tips, using a range of possible percentages. Project Connections: More For Your Money As a recent college graduate, students have been offered three positions as an environmental specialist in different geographic regions. Using integers, they will compare and contrast the yearly low and high temperatures, cost of heating and cooling a home, and salary to determine which job they will accept.	• Menus relate pricing in a manner understandable and easily usable to customers, with customer surveys collected • Tips with "suggested percentages" are calculated by student customers on billing invoice (but not collected)
Draw, construct, and describe geometrical figures and describe the relationships between them • Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing	Materials include protractor, ruler, compass, drawing computer programs CPM Core Connections Course 2 4.1.1-4.1.2 • Proportions and Expressions • Are the figures the same shape? • How can I use a Scale Drawing?	• Correctly match corresponding sides • Identify simplified ratio of sides • Name and apply a scale factor • Sketch figure, then sketch similar figure by applying a scale factor, illustrating with length measurements • Can a friend use his/her pace equivalent

at a different scale. • Draw (freehand, with a ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. • 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	Project Connection: Scale Factor in a Playground Map Identify length of personal pace by walking a course 5 times and averaging results. With compass, use results to determine distances and orientation of landmarks in sand area. Draw a simple scaled map that shows orientation (compass rose) and scale. Geometric Constructions: *Key to Geometry* Project Connection: Cut to Fit Students create shop drawings for a chair and from those drawings calculate how much it would cost to make this chair from wood. Project Connection: Dome Home Students will: 1) create the design of the geodesic dome, 2) build a scale model based on that design, and 3) using that model, build a geodesic dome large enough to hold the entire class!	to successfully navigate the sand area using your map? • Student self-evaluation of geometric constructions process with repeated practice for increased precision and accuracy. For chair and geodesic dome • Scale drawing is precise and meets specifications of size and engineering. • Show dimensions and calculate surface area (seat and back size), (and air volume) for chair and geodesic dome • Students work within budget, creating spreadsheet with materials requirements and costs and specifying sources. • Using materials listed on plan, build a dome that will hold entire class.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	CPM Core Connections Course 2 9.1.1-9.1.3 • Circumference, Diameter, and Pi	• Graph shows proportional relationship • Approximate circumference is reasonably predicted based on diameter size

• Know the formulas for the area and circumference of a circle and use them to solve problems, use the formula for circumference to informally derive the formula for area of a circle.	• How can I measure the area? • Informally derive formula for Circle Area • What is the area? Area of Composite Shapes Project Connection: Bubble Madness Blow bubbles onto a sheet of construction paper, and "capture" it after it pops. Wrap a string carefully around this circle and stretch it along a meter stick to measure the *circumference of the circle*, accurate to .1 cm. Use a string and ruler to find the longest measurement across the circle, the *diameter.* Do this 8 times, then tabulate and graph the data. Decide on an appropriate scale to graph the data. How does the circumference relate proportionally to the diameter? Project Connections: Basketball Court- Is it Regulation Size? Use geometric shapes (circles and rectangles) to approximate shape of the basketball court. Take significant measurements; find the total perimeter and area by adding composite areas. Draw scale model with measured lengths, show method for calculating *p* and *a*. Compare dimensions to regulation-size court. How do they	• Show how circumference and diameter are related proportionally, and can calculate the multiplier. • Demonstrate and describe *decomposition model* to derive relationship of circle area to *r*, given relationship of circ. to radius. • Shape sizes and shapes approximate given court. • Methodology provides reasonable result.

	compare?	
Draw, Construct and describe geometrical figures and describe the relationships between them • Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-0step problem to write and solve simple equations for an unknown angle in a figure Draw, construct, and describe geometrical figures and describe the relationships between them. • Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions.	CPM Core Connections Course 2 8.3.1, 8.3.2, 8.3.3, 8.3.4 • What is an angle? • What kind of angle is it? Classifying angles, and angle relationships • How can I build it? Constructing shapes • How many triangles can I make? Materials include protractor, ruler, compass, drawing computer programs, straws and connectors Geometric Constructions: *Key to Geometry* series	• Describe strategy for remembering the definitions of complementary and supplementary • Correctly use vocabulary terms to identify parts of drawings in angle pairs (adjacent and vertical angles, complementary and supplementary) • Support conjecture about sum of triangle and quadrilateral angles, including three examples of each. Include specific conditions for a triangle. • Compare freehand and tech-assisted drawings for accuracy.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. 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.	CPM Core Connections Course 2 9.2.1-9.2.4 • Does surface area affect volume? • Vocabulary: Polygons, Prisms, Pyramids, Polyhedra, Faces, Edges, Bases • How Can I Slice It? Cross Sections • How much will fill it?- Prism Volume- use unit elements to construct volume • How much will it hold? – Non-Rectangular Prism volume Project Connection: Home Model Build a model dream home using cardboard/paper prisms with polygonal cross sections. What factor would	• Identify 2- and 3-D figures and parts by using correct descriptive vocabulary • Identify names of cross sections from indicated “slice” in drawings • Clearly explain construction of volume from cross-section and height. • Deconstructs non-standard prisms to simple components that can be evaluated for volume • Accurately add composite volumes Discussed pluses and limitations of simplified models reflect understanding of proportions, scale

	transform this model to human scale? On grid paper, draw the base to create a cross-sectional floor plan. By decomposing the house elements, find the square footage. What volume of air does the home contain? Write a reflection on your resultant structure as it relates to a human home.	
Use random sampling to draw inferences about a population • 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. Draw informal comparative inferences about two populations • Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *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*	CPM Core Connections Course 2 • Methods/Meanings: Measures of Central Tendency • Methods/Meanings: Quartile and Interquartile range • Methods /Meanings: describing Data Distributions Project Connection: Creek Health Sampling Data Sample water from three areas in Maria Ygnacio Creek during three seasons for E. Coli content. Draw general conclusions about water quality vs. location and season, using data to explain and support your conclusion. Compare with historical data for broader context of data collection. Discuss variance with this year's results. Identify important contextual information that might influence your conclusions, (e.g. weather patterns and land use changes). Reexamine historical data using any	• Representative sample: Explain testing process before actual testing. What influenced your choice of site? Discuss and critique a variety of plans presented as group creates plans. • Identify comparison criteria for sample to previous years. Present to group with reasoning, then reflect on conclusions in written journal. • Post procedure, data and discussion of results and generalizations; references used for student research; and links to historical data sources are posted to student blog. • Use stem-and-leaf, histogram, box plot or other appropriate data distribution model to illustrate shape, spread and center. • Compare and discuss variabilities based on location and/or season sampled.

team; on a dot plot, the separation between the two distributions of heights is noticeable.	information deemed to be relevant, and draw new conclusions.	
Use random sampling to draw inferences about a population • 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. *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.*	CPM Core Connections Course 2 8.2.1, 8.2.2 • Is the survey fair? Representative samples. Create a survey question and describe the population you would find to get a representative sample • How close is my Sample? Making inferences Project Connection: Word Length Sample Identify a book that is available in paper and electronic form. What is the smallest sample size needed to draw a reasonable conclusion about mean word length in a book? • Students randomly choose a word in the paper book, and record word length. Use this data to make an estimate in the mean word length of the book. Gauge your confidence level on a scale of 1-10. • Students randomly choose a paragraph in the paper book and tabulate word lengths, then find the mean word length. Use this data to make an estimate in the mean word length of the book. Gauge your confidence level on a scale of 1-10. • Students randomly choose a page in the paper book and tabulate word lengths, then find the mean word length. Use this data to make an estimate in the average	• Student explains various types of samples from a population, and accurately identifies which type of survey question (s)he has decided on. • Accurately calculates mean of sample • Compare your estimate to the means of other students and discuss true average weight for entire population. Include explanation of differences. • Student integrates information to articulate and address question • Student gathers the correct amount of information • Student processes the information to create an accurate mean word length estimate with reasonable precision. • Student chooses an appropriate format to present and discuss his/her process and results. Students draws valid inferences, and uses those inferences to identify and discuss random samples and meaningful data collection sizes.

	word length of the book. Gauge your confidence level on a scale of 1-10. • Analyze and discuss results based on sample size. Which sample gives you the most confidence? What do you think the variation from the actual mean length is from each sample size? • Given this data, record the per-word length, available as a calculation in electronic book form, and compare your estimate to the actual mean word length. Discuss your findings. Describe a project where random sampling size is important.	
• 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.	CPM Core Connections Course 2 1.2 1, 1.2.2, 5.2.1 • What are the Chances? Introduction to Probability • Experimental vs. Theoretical Outcome • Choose a system to determine a "fair outcome." • Find theoretical outcomes for 5 scenarios Project Connection: Capture the Flag Student teams use probability to create ways to randomly determine two team leaders for Capture the Flag from 12 players, using a deck of cards or no props besides themselves.	• Number line from 0 to 1 correctly correlates a fractional event with a high or low probability • Discussion of theoretical vs. experimental outcome includes clear examples that illustrate ideas presented • Demonstrate "Fair" System probability in theory. • Description of process for determining theoretical processes can be used to correctly determine probability • CTF plan meets pre-determined criteria of randomness

Mathematical Practices *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 express regularity in repeated reasoning*		
Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
Investigate patterns of association in bivariate data • Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. • Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	CPM Core Connections Course 3 1.1.2, 1.1.3, 1.1.4 • Axes, Quadrants and Graphing on Coordinate Plane • Can I Graph Myself? • How Can I use Data to Solve a Problem? CPM Core Connections Course 3 *Methods and Meaning* Writing Equations using 5-D Process Project Connection: Newton's Revenge "Have you heard about Newton's Revenge, the new roller coaster? It is so big, fast, and scary that rumors about it are already spreading. Some people are worried about the tunnel that thrills riders with its low ceiling. Consider	• Correctly identify points and quadrants on *xy* coordinate graph, using mathematical conventions to name the points • Given ordered pairs are correctly graphed • Output correctly calculated and properly recorded, given input and rules Newton's Revenge • Data is reasonable, collected and tabulated correctly • Graph covers reasonable range of human sizes and is labeled correctly • Data points are graphed correctly • Poster shows and justifies answer to NR question by including a clear graph and complete, convincing explanation of why ride is/is not safe for all riders.

	how you could determine whether the tunnel is actually safe for any rider, no matter how tall. Make sense of Project Connection task by asking relevant questions and finding answers. Collaborate to aggregate data. Reason abstractly and quantitatively in constructing and interpreting graph. Share responses by creating a poster **presentation**. Provide feedback on poster content and conclusions. CPM CC 3 *Newton's Revenge etool*	• Reflect on collaborative aspect of project. Include self-assessment of personal responsibility, contributions to group, and respect of others.
Define, evaluate and compare functions • Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. • Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). • Interpret the equation $y=mx+b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	CPM Core Connections Course 3 3.1.1- 3.1.6 • What is the Rule? Extending Patterns and Finding Rules • How can I Make a Prediction? Using Tables, Graphs and Rules to Make Predictions • What is a Graph and How is it Useful? Using a Graphing Calculator and Identifying Solutions • How Should I Graph? Completing Tables and Drawing Graphs • What Makes a Complete Graph? *Methods and Meanings*	• With words, correctly identify patterns for numerical and nonnumerical patterns. • Describe what input x and output y represent in a given scenario. • Write an equation using a rule identified from a function table • Using rule, justify conclusions with a *graph*, the *rule*, and the *figure* • Compare the rule discovered from "Big C" to those postulated by "students" in the text book. Prove, by several representations of the suggested rule, whether it is/is not another way of describing your rule. • Graph an equation in the form of $y=x^2$ and identify as linear or non-linear,

	Parabolas CPM CCC3 eTiles, CPM Graphing Calculator Project Connection "Big C" Students graph data points from a progressively increasing "C" tile pattern on the $x \rightarrow y$ coordinate plane, using graphing technology to graph data points and equations. Students choose to represent discrete and continuous graphs and use a graph to verify a prediction.	justifying reasoning.
Analyze and solve linear equations and pairs of simultaneous linear equations. Solve linear equations in one variable. • Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collection like terms.	CPM Core Connections Course 3 3.2.1-3.2.5 • How Can I Check My Answer? Solving Equations and Checking Answers • How many Solutions are there? Determining the Number of Solutions • How Can I Use my Equation-Solving Skills? • More Solving Equations to Solve Problems: Showing your work • Distributive Property Equations CPM CCC3 eTiles Activity Connection: *Guess My Number* Students use teacher generated number	• Demonstrate how to isolate $1x$ using eTiles • Verify the solution of a linear equation, given a possible numerical solution, justifying the solution by explaining using terms such as making zeroes, reciprocals, like terms, and simplifying. • Correctly solve equations that require gathering terms, integers, and coefficients, showing necessary steps. • Demonstrate correct solution by substituting answer into original equation • Demonstrate cases of infinite and no solution equations by showing solution steps or by inspection. • In journal, discuss *"How can we tell the*

	descriptions and rules to find the answer to linear equations with one, infinitely, and no solutions. Students must reason abstractly and quantitatively to solve equations with infinite or no solutions, construct viable arguments and critique others' reasoning, and be precise in team discussions.	*difference between an equation which only has one possible answer, and one which has an infinite number of possible answers?"* Present examples with simplified equations, and articulate conclusions. • Generalize cases with general form equations for one, infinite, and no solution equations.
Expressions and equations work with radicals and integer exponents • Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example* $3^2 \times 3^{-5} = 1/3^{-3} = 1/27$ • Use square root and cube root symbols to represent solutions to equations of the form $x^2=p$ and $x^3=p$ where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. • Know that *sq. rt. 2* is irrational • Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9 *and determine that the world population is more than 20 times larger.*	CPM Core Connections Course 3 8.1.1-8.1.3, 8.2.1-8.2.4, 8.3.1 • Is the Graph Linear? Patterns in Growth • How Can I Describe the Growth? Compound Interest • What Patterns Can I see? Linear and Exponential Growth • How Can I Rewrite it? Exponents and Scientific Notation • How Can I Rewrite it in a Simpler Form? Exponent rules • What Happens if the Exponent is Negative? • How do I Computer it? Operations with Scientific Notations • Can I predict the Outcome? Nonlinear Functions in Graphs and Tables *Methods and Meanings* Exponents Laws of Exponents	• Identify or recognize linear or nonlinear situations from looking at tabular data and graphs • Discuss and compare simple and compound interest, noting different in rate of accrual • Journal: Illustrate patterns found in table of compound growth situation. Show multiplicatively, in words, then express in exponential form. • Evaluate exponential expression, and explain its relationship to graph in general terms • Compose graph of compounded interest over time, and articulate form of graph and type of growth using multiplicative and exponential in vocabulary • Correctly expand and simplify exponent expressions with and without using a table • With partner, write a statement describing in general how you can

• Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (*e.g. use millimeters per year for seafloor spreading).* Interpret scientific notation that has been generated by technology.	Graph paper, compound interest resource page, NASA *Exploring the Milky* Way curriculum Powers *of Ten* video, *Cells Alive* video CCC3 Math Investigation: Salvador's Pond Explorations Project Connection: NASA Exploring the Milky Way Galaxy Students map the shape of the milky Way galaxy, and identify the various kinds of galaxies in our universe. Students learn about the shapes and sizes of other galaxies in our universe as they learn how to classify them, using scientific notation skills and how they apply to working with 'astronomically large' numbers. Student gain experience in thinking in "interstellar" distances and in communicating with these numbers. Plot points on a Cartesian plane to map the various features of our Milky Way, and interpret given scatterplots. Analyzing them using "association" vocabulary	quickly multiply by powers of 10 • Journal: Compose and write a rule for writing exponential expressions in scientific notation • Using CCC 3 scenario, explain methods developed methods for simplifying expressions with positive exponents, and will learn what negative and zero exponents represent • Correctly perform operations of +,-,x and div. using scientific notation with positive and negative exponents. Show steps using Laws of Exponents. • Accurately convert real-world quantities to scientific notation (e.g. length of year, power output of sun, mass of an electron, radius of hydrogen atom) • Given scientific notation, write real-world numbers in standard form (e.g.mass of an atom of gold in kg, number of stars in the universe, number of stars in the milky way) • Perform conversions using scientific notation (e.g number of kilometers in a light year, number of sun-like stars within 200 light years of our solar system)
Define, evaluate and compare functions • Understand that a function is a rule that assigns to each input exactly one	CPM Core Connections Course 3 1.2.1, 1.2.2, 4.1.3, 4.1.4, 7.2.3, 7.2.4, 7.2.5,	• Using a given rule with one data point, create a table and graph correctly applying the rule.

output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. • Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* • Interpret the equation *y=mx+b* as defining a linear function, whose graph is a straight line. Use functions to model relationships between quantities • Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two *(x,y)* values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. • Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g. increasing or decreasing, linear or nonlinear). Sketch	8.3.1 • How do they Compare? Proportional Relationships with Graphs and Tables • How Can I Solve a Proportion? Strategies for Solving Proportional Relationships • How does it Grow? Linear Rules and Graphs • *Y=mx+b:* What is the Rule? How can I Use it? • How Can I Find the Slope Ratio? Slope in Different Representations • What else can slopes tell you? • Can I connect Rates and Slopes? Proportional Equations • Can I Predict the Output? Functions in Graphs and Tables CPM Core Connections Methods and Meanings Solving Proportions CPM Graphing etool, Mass Balance, materials samples, graduated cylinders and beakers, organizing tables, graph paper, water, table of standardized densities Project Connection: Exploring Mass, Weight and Density: • Mass and density: Calculate density by	• Given a real-life scenario, determine if the situation describes a proportional relationship by translating the problem into a graph and table, and explain reasoning. • Sketch graphs from descriptions: A graph that neither increases nor decreases; that decreases non-linearly; that increases linearly and then decreases linearly; that is consistently increasing • Articulate a rule and pattern given a table of values. • Journal: Describe what it means for a relationship to be a function. Describe the differences between graphs of functions and graphs of non-functions. • Give examples of what a function and a non-function look like in a table and on a graph. • Develop definition for function, based on graph examples and applying understanding of linear function. Explanation refers to these two contexts. • Journal sketch a graph of a line explaining how to find its slope. • Write simple equations that would satisfy graphs of various linear functions. • Student chooses a strategy for solving a proportion problem, and explains

a graph that exhibits the qualitative features of a function that has been described verbally. Understand the connections between proportional relationships, lines and linear equations • Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	measuring the mass of a material (aluminum, copper, brass, etc.) submerged in a known volume of liquid and measuring displacement. Identify units of measure. Each team measures a different sample. Create a class table of results. Plot mass vs. displacement of the single material. Project the line. Does it go through the origin? Why or why not? • Calculate the slopes of your best fit lines as accurately as possible. Perform <u>all</u> of this work on the graph itself. The slope is equal to the change in the y-value divided by the change in the x-value. Choose any two points <u>on a line</u> to calculate slope; it is best to choose them far apart for better precision. • Review units used. What do the units represent? If we call this relationship density, represent the proportional relationships between mass, volume and density as an equation. • Recognizing that density for a material comprises the slope of m-v graph, project a line with standard density value for material, and compare with experimental results. Suggest any sources of disagreement and discuss. • Each team takes one m-v measurement of a second material, calculates density and projects a line. Students in class share their plot points and compare points with predicted line based on	why this method works (mathematically and by showing an understanding of proportions) • Determine from two tables/ graphs of interest accrued whose bank account is growing faster. Explain why graph with smallest slope shows fastest accrual. Project Connection • Table shows accurate mass, volume measurements. • Graph shows reasonable linear relationship using experimental values • Representation captures proportional relationship correctly • Draw conclusions, show understanding beyond current case with float/sink predictions. • Journal Summary: Describe how an equation can be created for each material's m-v graph, then write constructed equation. Correlate graphs with equations. Discuss differences in terms of physical meaning. • Correlate personal experimental vs. standard accepted densities. Discuss differences, using understanding of accuracy and precision.

	measurement. • Teams use slope to construct an equation based on each graph, compare/contrast the two equations and relate them to the graphs. • Extension: Measure density of water by measuring mass in a known-mass graduated cylinder. Plot as above. Based on ratio of the density of an object to that of water, will it sink or float? Project Connection: See *Where Paths Meet*	
Analyze and solve pairs of simultaneous linear equations • Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. • Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the solutions. Solve simple equations by inspection. *For example, 3x+2y=5 and 3x+2y=6 have no solution because 3x+2y cannot simultaneously be 5 and 6.* • Solve real-world and mathematical problems leading to linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of*	CPM Core Connections Course 3 5.1.1, 5.1.2, 5.2.1-5.2.4, 5.3 • How Can I Change it to *y=mx+b* form • How Can I Eliminate Fractions from Equations • Introductions to Systems of Equations • Writing Rules form Word Problems • When are they the same? Solving Systems Algebraically • Strategies for Solving Systems • How Can I Use it? What's the Connection? *Methods and Meanings* Systems of Equations Vocabulary Equal Values Method	• Correctly put equations in standard form, and articulate what that means • Form equivalent equations that do not contain fractions from equations with fraction/decimal coefficients • Journal: Two-column table shows steps in transforming an equation with fractional coefficients. Step -by-step procedure recorded in second column shows understanding of process. • Using real-world scenario, graph discrete points that approximate two lines and reasonably estimate point of intersection, • Journal: Create and describe a situation like the ones in 5.2.1 and make a graph with two lines or curves that intersect. Explain what is happening in the graph and what the

points intersects the line through the second pair.	Solving Systems of Equations Graphing calculator etool, large chart paper, graph paper, colored pens, rulers, protractors, journals Project Connection: When Paths Meet Students develop a system of linear equations and linear inequalities to find a treasure, and understand how this concept can be applied to the real world. They use rulers and protractors to determine locator points. They make graphs and using rulers to determine slopes; determining *y-intercepts*, and writing equations for the lines determined by the project task. They graph intersecting lines with graphing calculator software and trace function. They present findings to the class after recording results on chart paper.	point of intersection represents in your situation (e.g. this is where two paths meet) • Correctly confirm points of intersection through substitution and on a graph. • Use appropriate tools strategically **to** make sense of word problems**,** modeled with mathematics**.** Discuss decisions to graph two resultant lines on one graph and how axes are represented. • Demonstrate how to solve systems of equations algebraically when both equations are in $y = mx + b$ form • Inspect equations in standard form to accurately determine if they have one, infinite or no solutions. Describe evidence used in conclusion, based on understanding of multiples, parallel lines. Confirm conclusion by substituting values and explaining results. • Journal: persevere in problem solving. Choose from techniques mastered to solve scenarios that do not provide structural clues. Show methods tried and discuss successful outcome. Where Paths Meet • Journal precisely describes process to determine solutions to the design

		challenge and approach used to solve the problem • Accurately determine slope, intercept, and intersection points. • Presentation poster contains key information, clearly stated problem, method used, and determination steps for solution. • Collaboration skills meet expectations
Understand congruence and similarity using physical models, transparencies, or geometry software. • Verify experimentally the properties of rotations, reflections and translations • Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that exhibits congruence between them. • Describe effects of dilations, translations, rotations and reflections on two-dimensional figures using coordinates	CPM Core Connections Course 3 6.1.1-6.1.4, 6.2.1-6.2.6 • How Can I Move a Shape on a Grid? Rigid Transformations on a Coordinate Plane • How Can I Describe It? Describing Translations • What Can I Create? • What if I Multiply? Multiplication and Dilation • Dilations and Similar Figures • Are They Similar? Identifying Similar Shapes • What Sequence Makes them the Same? Similar Figures and Transformations • What do Similar Shapes Tell Us? Working with Corresponding Sides • How do I Find a Missing Side? Solving	• Identify beginning and ending vertices of triangle and rectangle after correctly follow rigid transformation to translate, reflect and rotate the figures on a coordinate plane. • Given a figure and its transformation, describe a series of steps that could result in the transformation • Analyze vertex coordinates of reflected figures (across x- and y-axes, separately) and describe pattern seen. Predict coordinates for reflection given a figure on a coordinate plane. • Journal: Describe what the terms *translate*, *rotate*, and *reflect* mean and demonstrate the movement with a diagram. • Describe series of transformations to test whether two figures on a

	Problems involving Similar Shapes CCC Math Explorations: Becoming an Artist • Create a design with several basic figures, describing the transformations needed to achieve the result. • Visualize a pattern of squares covering a coordinate graph. What transformations could you make to move the whole pattern so that the squares and lines in the pattern line up exactly over other squares and lines? *Key-Lock* and *Triangle Transformations* etool *Becoming an Artist* resource pages Figure translation resource pages	coordinate plane are congruent • Design can be reproduced by peer using directions noted by creator • Art Challenge design is correctly transformed to lie directly over itself, showing congruence • Given a reference shape on a coordinate plane, demonstrate the result of multiplying all vertex coordinates by various factors (-1, ½, 2) by accurately graphing the original and transformed figures • Journal: Explain how multiplying the coordinates of a shape affects the shape. How does the size of the shape change (or not change)? How do the angles of the shape change (or not change)? Do these results depend on the multiplier that is chosen? Include examples to demonstrate your thinking. • Given specific situations, make predictions about ways to make a shape look stretched or squished, and what actions will keep the shape the same. Before testing, revise the prediction based on systematic trials. Test revised predictions. Discuss in a summary that includes your process, scale factors, predictions, revised predictions and conclusion. • Correctly identify scale factors between corresponding sides of

		similar figures. • Given 4 scale factors, correctly determine whether the resulting shapes will enlarge or shrink the original figure • Use scale factors and transformations to determine the similarity of two figures • Evaluate ratios in order to determine similarity and solve problems involving similar figures • Use equivalent fractions to find missing parts of similar figures
Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. • Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle	CPM Core Connections Course 3 9.1.1-9.1.4 • How are Angles Related? Parallel Line Angle Pair Relationships • How can I Find a Missing Angle? Finding Unknown Angles in Triangles • What if the Angle is Outside? Exterior Angles in Triangles • Can Angles Show Similarity? AA Triangle Similarity *Methods and Meanings* Angle Vocabulary Parallel Lines and Angle Pairs Angle Theorem for Triangles Exterior Angle Theorem Math Constructions: Tangled Triangles	• Journal: Based on calculations, make and support conjectures about angle pair relationships, constructing viable arguments. • Based on math constructions, state sum of angles in a triangle, and describe how process leading to this conclusion. • Given some angle measures, find missing angle measure for triangles without use of external tools. • Identify interior and exterior angles by their relative placement in a triangular figure • Given specific figures, complete table to record all missing angle measures • Using your conjectures and previous work, explain how angles in a pair of triangles are used to determine if they

criterion for similarity of triangles.	Triangle resource page, paper, scissors Angle resource pages	are similar. Include how many angles you need and what needs to be true about them.
Know that there are numbers that are not rational, and approximate them by rational numbers • Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. • Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g. $\pi 2$). Analyze and solve application problems with powers, squares, square roots, and scientific notation and verify solutions using estimation techniques. Understand and Apply the Pythagorean Theorem • Explain the Pythagorean Theorem and its converse. • Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and	CPM Core Connections Course 3 9.2.1-9.2.7 • What kind of Triangle Can I Make? Sides Lengths and Triangles • What is Special about a Right Triangle? Pythagorean Theorem • How Can I Find Side Length? Understanding Square Roots • What Kind of Number is it? Real Numbers • Missing parts: Applications of the Pythagorean Theorem • How Can I find Lengths in Three Dimensions? • Does it Always Work: Pythagorean Theorem Proofs Methods and Meanings 9.2.3-9.2.5 ◎ Right Triangles and the Pythagorean Theorem ◎ The Real Number System ◎ Squaring and Square Root Popsicle sticks and glue, Shelter materials Project Connections - Architectural Planning with Pythagoras	• "That's Irrational!" Students demonstrate in paragraph response to a journal prompt that they have sufficient understanding of irrational numbers for application with the Pythagorean Theorem. • Card sort: The students will work in their groups to organize a set of cards containing numbers (both rational and irrational) in a variety of forms, with discussion. Done individually, the card sort forms a teacher/student assessment. • Show that repeating decimals are rational numbers by rewriting them as fractions • Distinguish between rational and irrational numbers by labeling results of computations. • Create number lines that incorporate integers and radicals to demonstrate the relative value of irrational numbers. • Create graph to demonstrate the inverse relationship between squares and square roots. Squares for numbers 1-12 will be visually represented with accompanying notes. • Successfully create math resource

mathematical problems in two and three dimensions. • Apply the Pythagorean Theorem to find the distance between two points in a coordinate system Use functions to model relationships between quantities • Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g. where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Students have been marooned on an island in the South Pacific. The harshness of the elements necessitates the prompt construction of some shelter. They need to build a structure without the help of levels and protractors. Students will explore the use of blueprints and sketches as a preparatory step in construction. They will then work in teams to design a sketch of a structure that will meet the design requirements as set forth in the original scenario. Students demonstrate an understanding of Pythagorean Theorem by creating illustrations to explain the concept, then use Pythagorean Theorem to construct models which include perfect right angles without the use of protractors or other mechanical devices to aid in angle measurement Students know the formula for the Pythagorean Theorem, and use it to verify whether given measurements represent the sides of a right triangle. They will use the Pythagorean Theorem to determine the unknown side of a	page using above vocabulary • Paragraph in response to a journal prompt reflect understanding of irrational and rational numbers. • Discuss use of Pythagorean Theorem in structure model and construction, and includes cogent explanation of why irrational numbers are often a necessary part of computing with the Pythagorean Theorem. • Successfully following instructions, demonstrate the meaning of the following terms: powers, base, exponent, and square, and the word and symbol for square root • Find correct answers for *Triangular Treasure Hunt CPM* • Blueprints include all calculations necessary for precise measurements.

	right triangle. Students gain experience to understand opportunities where the use of Pythagorean Theorem would be appropriate. Project Connection: Popsicle Creations Using sticks of varying lengths, students will work in groups to determine the side lengths of Pythagorean Triples. Project Connection: Pythagorean Spiral Art Utilize the Pythagorean Theorem to create a Pythagorean Spiral which is utilized in an art project. Project Connection: Inverse relationship art Students create illustrations that demonstrate the inverse relationship between squares and square roots. Students will estimate the values of square roots (both rational and irrational) in relation to integers.	
Solve Real-world and mathematical problems involving volume of spheres, cones, and cylinders • Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and	CPM Core Connections Course 3 10.1.1- 10.1.5 • How Long is the Side? Cube Roots • What if the Base is not a Polygon? Surface Area and Volume of a Cylinder • What if the Layers are not the Same?	• Using a specified cube as a model, collaborate in a team to create two problem situations that require knowing the surface area of the cube. Create two problem situations that would require knowing the volume

mathematical problems.	Volumes of Cones and Pyramids • What if it is a Three-dimensional Circle? Volume of a Sphere • How Much will it Hold? Applications of Volume *Methods and Meaning* Volume of a Cylinder Surface Area of a Cylinder Volume of a Cone and a Pyramid Volume of a Sphere Construction Connection: Construct two cylinders using paper and scissors Math Modeling: Compare gym bag volume project Construction Connection: Cone and Cylinder Students construct sets of cones with different volumes and corresponding cylinders (same height and congruent bases). Predict how many cone scoops will fill the cylinder for each pair. Net transparencies, card stock, model cone and cylinder, *YouTube videos- Volume of a Cone, Pyramid, Cylinder* Cardstock disks, rulers, Project Connection: Design a Cone with	of the cube. • Write expressions with and without exponents that represent the volume of a cube with a 5′ edge. • Given specific volumes of cubes, find the length of each side. • Journal: Summarize cube roots and two ways to find them. • Present comparison of cylindrical and prismatic gym bags- which will hold more? Include tabulation of dimensions. Explain h*ow to find dimensions of each* base and information needed to find different areas. Compare and contrast steps or processes for the cylinder and prism. • Accurately calculate volume of a cylinder (prism), given volume of a cone (pyramid) and knowing the corresponding ratio of volumes. • Journal Response: Explain how to find the volume of a pyramid given the volume of a prism with same base area and height. If you know the volume of any cylinder, how can you find the volume of a cone that has the same base area and height as the cylinder? • Given the radius (diameter) of a sphere, correctly calculate its volume; given the volume of a sphere, correctly calculate its radius (diameter)

	the most volume Sam Mallory, the owner of Mallory's Ice Cream Shop, wants to be able to advertise that his cones hold the most ice cream. His cones are made out of circular waffles with a set diameter. His employees cut a wedge-shaped piece from the circle and then fold it into a cone shape. He needs help determining how they can do this to create a cone with the largest volume. Follow a given procedure to find the answer. Determine the angle of the removed **sector** that results in the largest volume. Repeat the process below using different angles until task is solved. Use a ruler to make the measurements of the cone that you need and calculate its volume. Record work. Present findings to the owner on a stand-alone poster displaying your results and advice for the owner.	• Ice cream cone size presentation poster is neat and well organized. Information is presented such that someone unfamiliar with the problem the work and how conclusion was reached. Presentation includes information about how many cones can the owner create with each tub of ice cream.
Investigate patterns of association in bivariate data • Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association	CPM Core Connections Course 3 7.1.1-7.1.3, 7.3.1-7.3.3 • How Can I Represent the Data? Circle	• Use circle graphs to make valid conclusions based on categorical data represented • Create scatterplots and identify whether there is a relationship

between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. • Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. • Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. • Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect*	Graphs • Is There A Relationship? Organizing Data in a Scatterplot • What is the Relationship? Identifying and Describing Association • How Can I Use an Equation? Using Equations to Make Predictions • How Can I Describe the Association? Describing Association Fully • What if the Data is Not Numerical? Association between Variable Categories *Methods and Meanings* Describing Association Part 1 and 2 Survey equipment, measured transect line, nets, computer, research source about mole crabs, graph paper, graphing etool, survey recording sheet Modeling Connection: Plant Growth Factors Students make reasoned hypothesis about outcomes that references direct relationships and independent or dependent variables. Create scatterplots, from given tables of data of variables examined in a study of plant growth. Relationships indicated are described as positive or negative associations. and outliers are identified. Students create poster-based write-ups	between two sets of data. Draw line of best fit and use it to make predictions. • Construct an argument to justify thinking in forming a hypothesis, using prior knowledge about situation. • Critically examine outcome, referencing data, and refer to hypothesis, and data relationships in results discussion. Use graph and relevant vocabulary in discussion. Justify conclusions. • In journal, describe how to find the equation of a line in $y = mx + b$ form from a graph of points. Include an example of how to calculate the slope from two points. • Offer thoughtful feedback to other presenters. *Newton's Revenge* • Find best fit $y=mx+b$ equation, indicating whether the data suggests a strong or weak association • Journal entry fully describes an association between two numerical variables using form, direction, strength, and outliers. • Determine displays appropriate for single-variable and two-variable numerical data (dot plots, histograms, box plots; scatterplots)

data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	of their model experiment to present to peers. Peers ask questions and offer feedback to help clarify. Project Connection: *Newton's Revenge* Revisit *Newton's Revenge* to create a best fit *y=mx+b* equation using the original data. Project Connection: Mole Crab Survey Create a 50 meter transect at the mean tide line, along the "swash" zone at low tide. Five student teams mark 10 sediment test sites, one meter apart, below the mean tide line. Using digging posts and sieving nets, students collect samples and record number, size and sex of mole crabs found. Graph the number of crabs found against the distance from the mean tide line. Describe associations found, including clustering, outliers, etc. How can this graph be visually organized to present more details data? Discuss how team data can be aggregated. Research life cycles, environmental context and existing population studies of mole crabs to inform results. Discuss findings and reference this information on school blog.	• Determine representation is appropriate for single-variable and two-variable categorical data (circle graphs, bar graphs; two-way tables and multiple bar graphs) • Use vocabulary to precisely describe How is single-variable and two-variable numerical data are described (center, shape, spread, outliers; form, direction strength, and outliers). Mole Crab Survey • Accuracy of mole crab quantity vs. distance graph. • Use bivariate association vocabulary correctly in blog. • Explain patterns discovered and hypothesize reasons patterns exist, connecting hypothesis to critical use of background knowledge. • Plot ten stars and describe pattern in placement across coordinate grid using pattern of association vocabulary. • Journal: identify type of galaxy by form of cluster

	Project Connection: See *Exploring the Milky Way Galaxy:* Understanding galaxies as clusters and patterns of association. NASA *Exploring the Milky* Way curriculum *Powers of Ten* video	

APPENDIX J
PLAN FOR SCIENCE INSTRUCTION

Science Curriculum
2013-2014.

Grade	Grade Year 1	Year 2	Alternates and/or Optional Units
K	**Earth and Space Science** •Space (brief) • Farm and Garden •Oceans **Life Science** • Animals (classification), •Nutrition • Our Body and Senses •Magnets **Physical Science** •Simple Machines **Ecology** (Interdisciplinary) •Taking Care of the Earth (4 R's)		**Life Science** •Trees (FOSS), •Animals Two by Two (FOSS) **Physical Science** •Wood and Paper (FOSS) •Fabric (FOSS)
First-Second	**Earth Science** •Pebbles, Silt, and Sand (FOSS) **Life Science** •Life Cycles: Tadpoles, Spiders Ladybugs, and/or Butterflies, Chickens, Plants •Bubbles (GEMS) •Schoolyard Ecology **Physical Science** •The Mystery	**Earth Science** •Geology (CSIN), **Life Science** Insects and Plants (FOSS) **Physical Science** •Solids and Liquids (FOSS) •Involving Dissolving (GEMS) •Liquid Formations (GEMS) •Secret Solutions •Balance and	**Earth Science** •Weather (FOSS) or Weather and Water Cycle (CSIN) **Life Science** Insects (FOSS) •Sifting Through Science (GEMS) •Life Cycles through Gardening **Interdisciplinary** •Sifting Through Science (GEMS) •Participation in

	Festival I (GEMS) •Building Roller Coasters	Motion (FOSS)	ecology outreach program, "Sprout Up"
Third-Fourth	Structures of Life (FOSS) Magnetism and Electricity (FOSS) Water (FOSS) Mystery Festival (GEMS) Investigating Artifacts (GEMS) Science Fair	Human Body (FOSS) Physics of Sound (FOSS) Earth Materials (FOSS) Finger Printing (GEMS) Science Fair	Sun, Moon, Stars (FOSS) Matter and Energy (FOSS) Oceanography (LHS) Ideas and Inventions
Fifth	•Levers and Pulleys •Living Systems (FOSS) •Solar Energy (FOSS)	•Environments •Food and Nutrition •Models and Designs	•Creek Walk, Observation, and Restoration •Water Planet (FOSS) •National Food Day Exhibit

Santa Barbara Charter School – Grade 6 Science Scope & Sequence

[Note: The following scope and sequence will be implemented beginning in the 2014/2105 school year, adapted from three separate curricula created by SBCS for grades 6-8, when earth science, life science, and physical science were taught in separate grades as whole-year, comprehensive disciplines. The recently adopted "Next Generation Science Standards" have now established a continuum that intersperses all of these three disciplines throughout middle school. The 2013/2014 curriculum already is underway, based on previous CST guidelines and focused primarily on earth science, although an introductory unit on matter and energy was used as a starting point.]

Next Generation Science Standard(s)	Instructional Strategies & Educational Materials	Assessment
Life Science: • LS1-1, LS1-2, LS1-3	In addition to teacher-created educational materials, students utilize the *Prentice Hall "Science Explorer"* textbook series, which includes separate editions for earth science, life science, and physical science. Unit on cell biology, including levels of biological systems (cell, tissue, organ, organ system, organism, species). Lesson on sensory systems in humans and other mammals, including investigation of pet response to stimuli. Unit on genetics and heredity (including	Drawings of single- and multi-celled organisms, and of differentiated cell types, using slides and microscopes (formative). Labeled drawing of "Cell City," with correct analogies between city functions and cellular organelles (formative). Teacher-created test (summative). Written summary of investigation and associated poster, with presentation of results to class. Mitosis and meiosis flip books (formative).

• LS1-4 • LS3-2 • LS1-4, LS1-5	mitosis and meiosis). Unit on evolution and natural selection.	Punnett squares (formative). Teacher-created test (summative). Project: Given a specific hypothetical environment, "invent" an animal with evolved adaptations that make it successful (formative). Teacher-created test (summative).
Earth Science: • ESS2-4, ESS2-5, ESS2-6	Unit on weather, including a review of the water cycle and energy in earth's systems. Short unit on global warming, including examination of opposing viewpoints (and analysis of supported vs. unsupported claims). Project: Research report, debate, and service	Identify climates for different regions on an imaginary continent, given location and regional conditions -- coastal, inland, mountains, etc. -- as well as latitudes (formative). Project: Local weather observations in "field notebook" over two-week period, with analysis and conclusions based on unit concepts (formative). Teacher-created test (summative).

• ESS3-3, ESS3-5	learning-based “school environmental impact plan”.	Project rubric (to be created).
Physical Science: • PS3-3, PS3-4, PS3-5	Unit on thermal energy and heat transfer. Project: Design and build an insulating device using common materials.	Teacher-created test (summative). Project rubric (to be created).
Engineering Technology and Science: • ETS1-1, ETS1-2, ETS1-3, ETS1-4	Incorporated into all units. Project: Science Fair.	

The following scope and sequence, based on the Next Generation Science Standards. Curricular materials used to address these standards may evolve.

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
• Molecules to Organisms: Structures and Processes LS1-6, LS1-7	Prentice Hall Science Explorer *Focus on Life Science*: *Cell Processes and Energy; Photosynthesis, Respiration, Cell Division; Fermentation; Chemical Reactions; Food and Energy* Elodea and indicator Bromthymol blue Project Connection: *Gases in the Balance:* Investigation of photosynthesis and respiration processes. Project Connection: *Eye on Photosynthesis* Teacher-created and online educational materials	Diagram the reactants and the products of the photosynthesis process. Include a discussion of the sources of the raw materials. Describe and illustrate the role of light energy in the process. Summative assessment. Explain how photosynthesis and respiration maintain the level of oxygen and carbon dioxide in the atmosphere. Include an illustration of process. Use results from investigation. Discuss six kinds of nutrients necessary for human health- carbohydrates, fats, proteins, vitamins, minerals and water. Using classroom materials create a model of digestive processes. Trace physical and chemical changes in foods due to mechanical and chemical processes, and describe the action in each circumstance.

• Ecosystems: Interactions, Energy, Dynamics LS2-1, LS2-2, LS2-3, LS2-4, LS2-5	Prentice Hall Science Explorer *Focus on Earth* Science Unit 5: *Populations and Communities; Ecosystems and Biomes; Living Resources; Land, water and Air Resources; Energy Resources* California Coastal Commission *Waves, Wetlands, and Watersheds* Environmental Education Environmental Activities 7.1-7.3 River Venture Population Study Game Usborne *Ecology Science and Experiments* NOAA Limpetsmonitoring.org Project Connections: Mole Crab Transect across seasons Project Connection: *Ocean Guardians* Creek-to Ocean watershed processes; water testing; watershed restoration; coastal clean up Teacher-created educational materials and online resources	Graph results of Population Study Game, with correct *x*- and y- axes. Given diagrams, explain carbon, nitrogen and water cycles. Create an example of a food web with primary and secondary producers and consumers and decomposers. Explain how movement of matter through an ecosystem differs from movement of energy through system. Give examples. Presentation discusses a Santa Barbara area example of human impacts that changed physical or biological components of an ecosystem. Discuss primary/secondary impacts and current status. Graph results from seasonal mole crab study and draw conclusions about population cycles, given background research and own results.
• Matter and its Interactions Structures and Properties of Matter; Chemical Reactions PS1-1, PS1-2, PS1-3, PS1-4, PS1-5, PS1-6	Prentice Hall Science Explorer *Focus on Physical Science: Unit 4: Matter and Reactions* Jody Skidmore Sherriff *The Periodic Table: Activities* GEMS *Chemical Reactions* LHS *Dry Ice Investigations*	Tabulate observations from properties of matter investigation; draw conclusions from results. Create three atomic models that accurately illustrate aspects of current knowledge about atomic structure. Create a model that shows the structure of an ionic bond and of a covalent bond.

	Project Connections: Properties of Materials, Exploring Mass, Weight and Density, Exothermic and Endothermic Reactions, Periodic Table, Atomic and Molecular Structures, Polymers, Phase Changes, Physical and Chemical Changes Teacher-created educational materials and online resources Lab equipment, safety equipment, consumable materials, measuring balances, graphing paper and graphing technology	Essay: Research polymeric materials such as nylon, Teflon, proteins and rubbers. Make a drawn model showing unique characteristics of a polymer, sources of materials and use in society. Using demonstration of active model, show particle motion as energy is added or removed. Use schematic to correctly name state of matter and process of phase change for two substances. Reflect on transformations observed, look at evidence and determine if a chemical reaction occurred. Create balanced equation of reactants and products for a given chemical reaction. Ex: photosynthesis equation, combustion, exothermic reactants to products. Density Project: Accurately tabulate mass, volume measurements- show graphically a reasonable linear relationship using experimental values-Represent proportional relationship correctly-Draw conclusions, show understanding beyond current case using float/sink predictions-Discuss precision, accuracy and error showing understanding of use and limitations of tools and measurement precision.

		Systematic observation organizational data shows reactants and products, observations, and results of interactions. Results are discussed in terms of chemical reaction terminology.
• Earth's Systems ESS2-1, ESS2-2, ESS2-3	Prentice Hall Science Explorer *Focus on Earth Science* Units 1-3: *Plate Tectonics and Earth's Structure; Shaping the Earth's Surface, Earth's Waters; Weather: Energy in the Earth's Systems* Prentice Hall Science Explorer *Focus on Physical Science: Integrating Earth Science: Slow Motion on Earth* Maintain compost bin at school. Ucmp.berkeley.org Prentice Hall Science Explorer *Focus on Life Science* Unit 2: *The Fossil Record, Geologic Time Scale, Plate Motion, Radioactive Dating, Geologic Record* LHS *Plate Tectonics: The Way the Earth Works* Project Connection: *Ocean Guardians* Creek-to Ocean watershed processes; water testing; watershed restoration Teacher-created educational materials and online educational resources	Summative assessment based on textbook contexts and information Given diagrams, students explain carbon, nitrogen and water cycles. Explain how movement of matter through an ecosystem differs from movement of energy through system. Give examples. Journal: weekly compost observations. Discuss changes in Maria Ygnacio Creek over seasonal and long time scales using first-hand observations and knowledge of geoscience processes. Demonstrate, to the teacher, convection current using materials available in the classroom. Relate this to Earth processes. Make a drawing of the process of sea-floor spreading, including subduction at a deep-ocean trench and attendant volcanic action. Demonstrate magnetic reversal model and answer comprehension questions.

		Student groups evaluate Wegener's evidence in terms of whether each piece is convincing and whether they add up to a proof of the hypothesis. Present evidence and reasons for concluding it is or is not persuasive.
• Earth and Human Activity ESS3-1, ESS3-2	Prentice Hall Science Explorer *Focus on Earth Science* Unit 5: *Ecology and Resources* Education.NOAA.gov NASA Hurricane Katrina: A Problem Based Learning Module Teacher-created educational materials, trade books and online educational resources Project Connection: Weather Station investigations	Present research report to group summarizing two mineral, energy or groundwater resources. Report includes maps on appropriate scale of distribution and explanations based on scientific understanding regarding these distributions. Include long and short time scale considerations in the formation and availability of this resource. Given a weather map, explain front system. Explain which type of technology (satellite, radar, or other) is helpful to help forecast or mitigate damage from severe weather events such as hurricane, tornado or blizzard. Interpret scales that show severity of forecast damage from a severe weather event. Research and explain fire warning systems, including fire hazard color codes and models for fire speed of travel estimation.
• Engineering Design ETS1-1, ETS1-2, ETS1-3, ETS1-4	Dunn and Larson *Design Technology: Children's Engineering* Garratt *Design and Technology*	Journal: Each element of the design cycle is documented and discussed, with project iteration changes detailed. Reflections from class feedback are included, as well as next iteration based on reflections.

	Trade books Teacher-created educational materials Project Connection: Waterworks! Students design working water delivery system taking location, local needs and conditions into account. Students visit water source, treatment and outflow locales Project Connection: Tinkering with Toys Project Connection: Design a system that meets a local need for a company or group Project Connection: Structures	Self-assessment rubric includes completeness of student's engagement in project steps including initial research into need for product and constraints.

The following scope and sequence is based on the Next Generation Science Standards. Curricular materials used to address these standards may evolve.

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
• Heredity: Inheritance and Variation of Traits LS3-1	Prentice Hall Science Explorer *Focus on Life Science* Unit 1: *Genetics: The Science of Heredity* Prentice Hall Science *Heredity: The Code of Life* Prentice Hall Science *Cells: Building Blocks of Life* Teacher-created and online educational materials	Journal: Drawings of several types of gene mutations plainly show chromosome mutations. Student correlates drawings to genes and protein production in written explanation. Summative assessment
• Biological Evolution: Unity and Diversity LS4-1, LS4-2, LS4-3, LS4-4, LS4-5, LS4-6	Prentice Hall Science Explorer *Focus on Life Science* Units 1 and 2: *Genetics; Modern Genetics; Evolution and Earth History* ucmp.berkeley.edu *Life has History; Understanding Geologic Time; Stories from the Fossil Record; What did T-Rex Taste Like?; Artificially selecting Dogs* Cladograms and data Teacher-created educational materials	Student completes evidence chart w/ data from the fossil record to draw conclusions regarding diversity, extinction and change of life forms. Given data, decide if it is possible to answer a specific cladistics question. If it is not possible, what information would you need? If it is possible, what evidence supports your statement? Draw conclusions of species relationships using a taxonomic key. Write a paragraph describing the process of artificial selection in your own words, with an example of an organism and using target vocabulary

		Summative assessment
• Earth's Place in the Universe ESS1-1, ESS1-2, ESS1-3, ESS1-4	Prentice Hall Science Explorer *Focus on Physical Science* Unit 5: Earth, Moon, Sun; Solar System; Stars, Galaxies and the Universe Prentice Hall Science Explorer *Focus on Life Science* Unit 2: Evolution and Earth's History LHS *The Real Reason for the Seasons* Conceptual support activities Teacher-created educational materials Project Connection: Mass and planetary gravitational forces ratios: My weight on other planets Project Connection: NASA Exploring the Milky Way Galaxy (NASA curriculum, Powers *of Ten* video, *Cells Alive* video, graphing paper and technology) Students learn about the shapes and sizes of other galaxies in our universe, use scientific notation skills and how they apply to working with 'astronomically large' numbers. Student gain experience in thinking in "interstellar" distances and in communicating with these numbers.	Presentation: Student groups use classroom equipment and materials to model seasonal variations and eclipses. Journal: Keep log of moon phases. Discuss patterns in moonrises and moonsets. Use day length graphs to draw conclusions about seasonal changes at various latitudes. Compare sizes and distances of objects in the solar system by computing ratios using scientific notation. Correlate geologic events with geologic time periods to interpret geologic time scale organization, providing justification for conclusions.
• Earth and Human Activity ESS3-4	Prentice Hall Science Explorer *Focus on Earth Science* Unit 5: *Populations and Communities,*	Blogpost presents and discusses relevant information gathered by students regarding

	Ecosystems and Biomes, Living Resources, Energy Resources Teacher-created educational materials regarding Bradbury Dam, siltation, drought, creek systems and riparian wildlife Project Connection: *Ocean Guardians* Creek-to Ocean watershed processes; water testing; watershed restoration; coastal clean up Project Connection: One-month Recycling Challenge	plastic watershed and ocean waste and impacts on marine systems. Discuss interconnections in water issues related to Sana Barbara water sources and outflow Track recoverable and unrecoverable waste in classrooms for one month. Graph; present conclusions and recommendations to parents.
• Motion and Stability: Forces and Interactions PS2-1, PS2-2, PS2-3, PS2-4, PS2-5	Prentice Hall Science Explorer *Focus on Physical Science* Unit 1 *Motion, Forces and Energy* Unit 3 *Electricity and Magnetism* Teacher-created educational materials Project Connection: *Fling Things* Study of motion, forces, projectile motion with various activities Project Connection: Mass and planetary gravitational forces: My Weight on Other Planets Project Connection: Electricity and Magnetism- static electricity and iron filings investigations	Summative Assessment Student investigation plan includes an investigable question, hypothesis based on scientific understanding of input concepts, careful procedure and data collection, valid conclusion and application of conclusions to new situation. Graphs and conclusions based on projectile launch investigations relate to scientific principles. Student uses these results to accurately predict outcomes in new situation. Presentation: Arguments cite evidence that leads directly to conclusions presented. Presentation includes examples.

• Energy PS3-1, PS3-2	Prentice Hall Science Explorer *Focus on Physical Science* Unit 1 *Motion, Forces and Energy* Prentice Hall Science Explorer *Focus on Earth Science* Unit 5 *Water as an Energy Resource* Teacher-created and online educational materials Project Connection: Waterworks!	Student uses specific case with given data to graph changes in kinetic energy at various locations along path. Simple equations are included, and minimum and maximum points are indicated. Make a strength-to-distance chart of magnetic attraction on an object and show how the attraction on the object changes over distance.
• Waves and Their Applications PS4-1, PS4-2, PS4-3	Prentice Hall Science Explorer *Focus on Physical Science* Unit 2 *Sound, Light and Wave Motion* Prentice Hall Science Explorer *Focus on Life Science: Photosynthesis and Light* Teacher-created and online educational materials Project Connection: Let There be Light Students study electromagnetic and wave properties of light through hands-on projects and constructions	Illustrate light transmittance, absorption and reflection in drawings or using a rope. Show proportional relationship between energy and amplitude of waves as part of summative assessment. Identify and discuss two cases of analog and digitized information transmission. Compare and contrast characteristics of signals, and draw conclusions.
• Engineering Design ETS1-1, ETS1-2, ETS1-3, ETS1-4	Dunn and Larson *Design Technology: Children's Engineering* Garratt *Design and Technology* Teacher-created and online educational materials	Journal: Each element of design cycle is documented and discussed, with project iteration changes detailed. Reflections from class feedback are included, as well as next iteration based on reflections. Self-assessment rubric includes completeness of student's engagement in

	Project Connection: Tinkering with Toys Project Connection: Waterworks! Students design working water delivery system taking location, local needs and conditions into account. Students visit water source, treatment and outflow locales Project Connection: Tinkering with Toys Project Connection: Design a Lighting System to be used in an outdoor medical clinic for people without permanent shelter Project Connection: Structures	project steps including initial research into need for product and constraints.

APPENDIX K

PLAN FOR SOCIAL STUDIES INSTRUCTION

Santa Barbara Charter School – Social Studies Scope & Sequence – Grade: Kindergarten

SOCIAL STUDIES (California Content Standards)

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	1. Ongoing behavioral expectations, class discussions, role playing, class rules, SBCS Conflict Resolution program. 2. Biography/autobiography read-alouds, class discussion of heroes/superheroes, and the differences between them. 3. Class discussions, fiction and nonfiction literature, and teacher created materials/projects.	Oral, written, pictorial responses
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	Unit on national and state symbols, teacher created materials, related fiction and nonfiction literature.	Oral, written, pictorial responses
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	Teacher created materials and field trips.	Oral, written, pictorial responses
K.4 Students compare and contrast the locations of people, places, and	1. Direct instruction of positional words, opposite words, teacher created	Oral, written, pictorial responses,

environments and describe their characteristics. 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	materials/projects. 2. Map study, map creation (2 and 3 dimensional), read aloud related fiction and nonfiction literature, teacher created materials. 3. Map study, map creation (2 and 3 dimensional), teacher created materials. 4. Recreation of imaginary city. 5. Walking tour of school campus, meet the office staff, thank you cards to key staffpersons.	finished work product.
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	Daily calendar activities, teacher created materials, filling in blank calendars, reading related literature (i.e. Eric Carle, A House for Hermit Crab, Today is Monday)	Oral, written, pictorial responses, finished work product.
K.6 Students understand that history relates to events, people, and places of other times. 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the	1. Native American study with focus on local Chumash, Thanksgiving story and activities, Presidents' Day activities, Black History month activities with emphasis on Martin Luther King, Jr. and Ruby Bridges, skin color activities, SBCS	Oral, written, pictorial responses, finished work product

human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	Conflict Resolution program, class discussion of holidays, teacher created materials/projects. 2. Biographies, dramatization, class discussions, teacher created materials/projects. 3. Biographies (i.e. Johnny Appleseed), dramatization, garden activities that focus on food production, Native American games, class discussions, visit "Colonial Days" activity in upper grade.	

California State Standard	Instructional Strategies & Educational Materials	Assessment
1.1 Students describe rights and responsibility of citizenship	Discuss role of rules Generate classroom agreements Discuss playground rules Read: King of the Playground, Stand Tall Molly Lumellon, Scholastic magazine, Teammates, Franny B. Kranny– There's a Bird in Your Hair, Let's Be Enemies, Officer Buckle, Yo Yes, Oliver Button, Chrysanthemum, Enemy Pie, Wemberly Worried, Never Spit on Your Shoes, Creating Rules in School Practice voting Problem solving and conflict resolution discussions and class meetings Role playing Writing responses (e.g. Write down a rule, Tell about…) Cooperative and team building games during Physical Education Sportsmanship practice during Physical Education	Documented observations (anecdotal records) Work samples Observing and documenting behavior during Physical Education

1.2 Students compare and contrast the absolute and relative locations of places and peoples and describe the physical and/or human characteristics of places	Me on the Map Geography Learning Centers Map reading worksheets "Sprout Up" Field Trip Options • Santa Barbara Car Rally • Apple Farm • Grocery Store (Trader Joe's, Whole Foods, Lazy Acres • Santa Barbara Airport • Fairview Gardens	Work samples Observation
1.3 Students know and understand the symbols, icons and traditions of the United States that provide continuity and a sense of community across time	Recite "Pledge of Allegiance" Sing patriotic songs Learn about significance of national holidays • Veteran's Day Letter • Veteran's Day Book • Veteran visitors • Scholastic magazine • Picture books Understand heroes associated with national heroes (Read biographies) Clearly Social Studies Picture Books: First Facts series (American symbols), Across America, Everybody Cooks Rice,	Work samples Documented observation

1.4 Students compare and contrast every day life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same	Grandparent Interviews Grandparents Day "Now and Then" Books created by children (comparing to Abraham Lincoln, Pilgrims) Quilt unit (Reading literature, sharing family quilts, math) Fiber Arts activities and books Family Stories (Share in writing and homework) Family Food Festival Family banners Molly's Pilgrim Share family objects during evening class meeting (optional) Multi-cultural folklore and literature Flat Stanley unit	Work samples Documented observation
1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residences in those places.	Read Pelitos, Abuela, Too Many Tamales, Chaco's Kitchen Native American stories and literature: Giving Thanks, In My Mother's House, Annie and the Old One, The Desert is Theirs,	Work samples Documented observations

	This Land is Your Land, We are America Read Yo, Yes, Molly's Pilgrim Scholastic magazine Biography: Caesar Chavez	
1.6 Students understand basic economic concepts and the role of individual choice in a free market economy.	Field Trips • Market (Trader Joe's, Whole Foods, Lazy Acres) • Building Gingerbread Village or block town • Math Excursion: "Hat" Fiber Arts: Where do the fibers come from? Scholastic magazines Read: The Oxcart Man, Franny's Fruit, Anna's Cloak, Charley Needs a Cloak, The Popcorn Book, Picking Peas for a Penny, Anthony Who Used to Be Rich Last Sunday, Building a House (by Gail Gibbons) A Quarter for the Tooth Fairy unit	Work samples Documented observations

Santa Barbara Charter School – Social Studies Scope & Sequence – Grade: 1 & 2, Year 2

California State Standard	Instructional Strategies & Educational Materials	Assessment
2.1 Student differentiate between things	Ancestry Project: Little Me Doll	Work samples

that happened long ago and things that happened yesterday	Project G.O.L.D. (visit from Friendship House residents) Personal Timeline Storytelling (Family members are invited to share stories) Multi-generational art projects Grandparents Day Books: The Keeping Quilt, Nathan of Yesterday and Michael of Today Scholastic magazines Field Trips: Museum of Natural History, Santa Barbara Museum of Art, Stow House	Documented observations
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments	Map of Me unit Geography Centers Mapping worksheets (map elements) Books: Which Way Wendy, The Map Book, Mapping Penny's World, Follow that Map, This is the Way We Go to School Read, make, and follow treasure maps, classroom maps, school maps Map ancestry, migration, and	Work samples Documented observations

	immigration on class map	
2.3 Students explain governmental institutions and practices in the United States and other places	Share current events Scholastic magazines	Work samples Documented observations
2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate economic reasoning skills	Food Day Field Trips: Grocery Store (Trader Joe's, Whole Foods, or Lazy Acres) Books: Anna's Cloak, How to Make Apple Pie and See the World, A Birthday for Frances, A Country Far Away, Market! Gardening: "Planting a Salad", "From Seed to Salad" Block building Shopping for math units: Hats, Gingerbread Village, Where the Wild Things Are, etc.) "Sprout Up" Field Trips • Community Environmental Council • Art From Scrap • Fairview Gardens Making signs and posters	Work samples Documented observations
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and	Biography reports, posters, and projects Historical Heroes Writing and Art	Work samples Documented observations

the recent past have made a difference in other's lives	projects (e.g. "I Have a Dream") Read biographies (varied ethnicity, culture, gender, career)	

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
3.1 Students describe the physical and human geography and use maps	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons Weekly: *Take It To Your Seat Geography Centers, Grade 3,* Evan-Moor Teacher Created Materials	Mastery Checklist Teacher created assessment oral assessment student work sample
1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	Weekly: *Take It To Your Seat Geography Centers, Grade 3,* Evan-Moor	Mastery Checklist Teacher created assessment oral assessment student work sample
1. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons "Life Before the Missions:" Chumash Unit--Teacher Created Unit *Chumash Life, Santa Barbara Natural History Museum Teacher's Guide* My Santa Barbara--Teacher Created Unit *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society *Santa Barbara Mission* Field Trip *Investigating Artifacts* GEMS science unit	Teacher created assessment Mastery checklist oral assessment student work sample Rubric Presentation Model/diorama written report Venn diagram
3.2 Students describe the American Indian nations in their local region long ago and in the recent past.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons "Life Before the Missions:" Chumash Unit--Teacher Created Unit	Teacher created assessment Mastery checklist oral assessment student work sample Rubric

	Santa Barbara Natural History Museum Teacher's Guide *Santa Barbara Mission* Field Trip *The Chumash People* Discovery Lab, SB Museum of Natural History *Gladwin Planetarium,* SB Museum of Natural History, field trip and presentation *Hands on History,* Santa Barbara Historical Museum presentation and tour Field Trip journals Literature unit: *Island of the Blue Dolphins*	Presentation Model/diorama written report rubric Venn diagram Field trip journals anecdotal notes
1. Describe national identities, religious beliefs, customs, and various folklore traditions.	Chumash Museum Unit--Teacher Created Unit *The Chumash People* Discovery Lab, SB Museum of Natural History, field trip and presentation *Investigating Artifacts* GEMS science unit Myths Literature unit: *Island of the Blue Dolphins*	Teacher created assessment Rubric Oral and written presentations
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons "Life Before the Missions" Chumash Museum Unit--Teacher Created Unit *The Chumash People* Discovery Lab, SB Museum of Natural History, field trip and presentation *Investigating Artifacts* GEMS science unit Literature unit: *Island of the Blue Dolphins*	Teacher created assessment Mastery checklist oral assessment student work sample Rubric Presentation Model/diorama written report rubric Venn diagram Field trip journals
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their	*The Chumash People* Discovery Lab, SB Museum of Natural History, field trip and presentation	Teacher created assessment Mastery checklist oral assessment

relationship to federal and state governments.		
4. Discuss the interaction of new settlers with the already established Indians of the region.	Chumash Museum Unit--Teacher Created Unit *The Chumash People* Discovery Lab, SB Museum of Natural History, field trip and presentation Literature unit: *Island of the Blue Dolphins*	Teacher created assessment Mastery checklist oral assessment Venn diagram Field trip journals
3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons "Life Before the Missions:" Chumash Unit--Teacher Created Unit *El Presidio de Santa Barbara State Historic Park* presentation and field trip My Santa Barbara--Teacher Created Unit *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society *Hands on History,* Santa Barbara Historical Museum presentation and tour *Santa Barbara Mission* Field Trip Literature: *Island of the Blue Dolphins*	Teacher created assessment Mastery checklist oral assessment student work sample Rubric Presentation Model/diorama written report rubric Venn diagram Field trip journals anecdotal notes
1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	*El Presidio de Santa Barbara State Historic Park* presentation and field trip Chumash Unit--Teacher Created Unit My Santa Barbara--Teacher Created Unit *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society	Teacher created assessment Mastery checklist oral assessment student work sample Rubric Presentation Model/diorama written report rubric Venn diagram

		Field trip journals
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	*El Presidio de Santa Barbara State Historic Park* presentation and field trip My Santa Barbara--Teacher Created Unit *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society	Teacher created assessment Mastery checklist oral assessment student work sample
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	*El Presidio de Santa Barbara State Historic Park* presentation and field trip My Santa Barbara--Teacher Created Unit *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society Whole group instruction, small group lessons/minilessons, whole group discussions and lessons	Teacher created assessment Mastery checklist oral assessment student work sample Rubric Presentation Model/diorama written report rubric Venn diagram Field trip journals
3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons Scholastic News, Grade 3, Weekly Reader of current events	Mastery checklist oral assessment student work sample
1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	Scholastic News, Grade 3, Weekly Reader of current events www.scholasticnews.com	Mastery checklist oral assessment student work sample
2. Discuss the importance of public virtue and the role of citizens, including	Teacher created materials Classroom rules, routines, systems	Mastery checklist oral assessment

how to participate in a classroom, in the community, and in civic life.	Classroom chores Service Learning projects, community service	student work sample
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	Scholastic News, Grade 3, Weekly Reader of current events Flag Day President's Day Veteran's Day Day of Remembrance, 9/11 Pledge of Allegiance www.scholasticnews.com	Mastery checklist oral assessment student work sample
4. Understand the three branches of government, with an emphasis on local government.	Scholastic News, Grade 3, Weekly Reader of current events www.scholasticnews.com	Mastery checklist oral assessment student work sample
5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	Scholastic News, Grade 3, Weekly Reader of current events	Mastery checklist oral assessment student work sample
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons Scholastic News, Grade 3, Weekly Reader of current events Biography Reports--teacher created materials American Heroes unit--teacher created materials Venn diagrams, graphic organizers	Teacher created assessment Mastery checklist oral assessment student work sample Rubric Presentation Model/diorama written report rubric Venn diagram anecdotal notes

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society, compare and contrast, Venn diagram	Mastery checklist oral assessment student work sample
1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	Whole group instruction, small group lessons/minilessons, whole group discussions and lessons *Pioneer Days,* Student Guide and Teacher Guide, Goleta Valley Historical Society Teacher created materials	Mastery checklist oral assessment student work sample
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	Teacher created materials	Mastery checklist oral assessment student work sample
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	Teacher created materials	Mastery checklist oral assessment student work sample
4. Discuss the relationship of students' "work" in school and their personal human capital.	Teacher created materials Classroom rules, routines, systems Classroom chores	Mastery checklist oral assessment student observation

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	daily geography lessons, Take It To Your Seat Geography Centers grade 4 Evan- Moor, Weekly Geography Practice Grade 4 Steck-Vauhn, California Geography The Golden State Golden Educational Center 4th, Learning About U.S. Geography Frank Schaffer Publication, maps and globes	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.	Take It To Your Seat Geography Centers grade 4 Evan- Moor, California Geography The Golden State Golden Educational Center 4th, maps and globes	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.	Take It To Your Seat Geography Centers grade 4 Evan- Moor, California Geography The Golden State Golden Educational Center 4th, maps and globes, *Interact Simulation Lewis and Clark*	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g.,	daily geography lessons, Take It To Your Seat Geography Centers grade 4 Evan- Moor, Weekly Geography Practice Grade 4 Steck-Vauhn, California Geography The Golden State Golden Educational Center 4th, Learning About U.S.	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment

water, landforms, vegetation, climate) affect human activity.	Geography Frank Schaffer Publication, maps and globes	reading assessment
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	daily geography lessons, Geographical Terms book, Take It To Your Seat Geography Centers grade 4 Evan- Moor, California Geography The Golden State Golden Educational Center 4th, Learning About U.S. Geography Frank Schaffer Publication, maps and globes	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment writing assessment
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	daily geography lessons, Take It To Your Seat Geography Centers grade 4 Evan- Moor, Weekly Geography Practice Grade 4 Steck-Vauhn, California Geography The Golden State Golden Educational Center 4th, Learning About U.S. Geography Frank Schaffer Publication, maps and globes	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment, presentation model written reports
4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	*Keeper of the Earth (Night, Animals, Life)* Native American legends, Mission Report project (Mission Days), My California Books, *Interact Simulation Lewis and Clark, Interact Simulation California Gold Rush,* field trip journals, literature unit *Island of the Blue Dolphins*, literature unit *By the Great Horn Spoon,* literature unit *Two Years Before the Mast*, *Oh California! Houghton Mifflin* Houghton Mifflin, whole group dicussions/lessons,	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment, presentation model written reports

	minilessons Field trips - El Presidio de Santa Barbara State Historic Park, Santa Barbara Mission, San Juan Capistrano Mission, San Miguel Mission, Soledad Mission, Carmel Mission, Colton Hall, Custom House State Historic Park, Pacific House State Historic Park	
1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.	*Whisperers of California, Native Americans Projects, Games and Activities* Troll Teacher Ideas Grades 4-6, *Native Americans Thematic Unit* Teacher Created Materials, Field trip - Santa Barbara Natural History Museum, Pacific House State Historic Park	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.	*Explorers of North America History Pockets* Evan-Moor Grades 4-6, literature unit *Two Years Before the Mast*, Tall Ship teacher created thematic unit, Optional field trip 4th OR 5th grade- Santa Barbara Maritime Museum and Ocean Institute *Spirit of Dana Point* Tall Ships program	work sample Vocabulary assessment Multiple-choice assessment reading assessment
3. Describe the Spanish	*Interact Southwest simulation - Spanish/American*	dramatization

exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).	*Influence upon American History,* California Mission Report Project,	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.	My California Book teacher created unit, *Oh California!* Houghton Mifflin*, Interact Simulation Southwest - Spanish/American Influence upon American History,* California Mission Report Project,	dramatization work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	My California Book teacher created unit, *Oh California!* Houghton Mifflin*, Interact Simulation Southwest - Spanish/American Influence upon American History,* California Mission Report Project,	dramatization work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	*Oh California!* Houghton Mifflin*, Interact Simulation Southwest - Spanish/American Influence upon American History,* California Mission Report Project,	dramatization work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.	*Oh California* Houghton Mifflin*, Interact Southwest simulation - Spanish/American Influence upon American History,* California Mission Report Project,	dramatization work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.	My California Book teacher created unit, *Oh California* Houghton Mifflin*, Interact Simulation Southwest - Spanish/American Influence upon American History,* California Mission Report Project,	dramatization work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment presentation model written reports
4.3 Students explain the	My California Book teacher created unit, *Oh*	work sample

economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.	*California* Houghton Mifflin, By the Great Horn Spoon thematic literature unit, *Interact Simulation* Gold Rush Field trip - Indian Hills Camp Gold Rush	mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.	My California Book teacher created unit, *Oh California!* Houghton Mifflin Field trip - Indian Hills Camp Gold Rush	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	*Oh California!* Houghton Mifflin	Vocabulary assessment Multiple-choice assessment reading assessment
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).	Interact SimulationGold Rush, By the Great Horn Spoon thematic literature unit, Indian Hills Camp Gold Rush, My California Book teacher created unit, *Oh California!* Houghton Mifflin	Vocabulary assessment Multiple-choice assessment reading assessment
4. Study the lives of women who helped build early	*Oh California!* Houghton Mifflin	*Oh California* Houghton Mifflin

California (e.g., Biddy Mason).		
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	My California Book teacher created unit, *Oh California!* Houghton Mifflin field trip - Colton Hall State Historic Park	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
4.4 Students explain how California became an agricultural and industrial power, **tracing the transformation of the California economy and its political and cultural development since the 1850s.**	*Oh California!* Houghton Mifflin, My California book,	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	Oh California! Houghton Mifflin, My California book,	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and	*Interact Simulation* Gold Rush, By the Great Horn Spoon thematic literature unit,	work sample mastery checklist oral assessment Vocabulary assessment

consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.	Field trip - Indian Hills Camp Gold Rush	Multiple-choice assessment reading assessment
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).	Interact Simulation Gold Rush Field trip - Indians Hills Camp Gold Rush	work sample mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment field trip journal
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	*Oh California!* Houghton Mifflin	mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	*Oh California!* Houghton Mifflin	mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
6. Describe the development and locations of new industries since the	*Oh California!* Houghton Mifflin	mastery checklist oral assessment Vocabulary assessment

nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.		Multiple-choice assessment reading assessment
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.	*Oh California!* Houghton Mifflin	mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
8. Describe the history and development of California's public education system, including universities and community colleges.	*Oh California!* Houghton Mifflin	mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	A Century Ago in Steinbeck Country unit, The Red Pony literature unit, *Oh California!* Houghton Mifflin field trip - National Steinbeck Center	mastery checklist oral assessment Vocabulary assessment Multiple-choice assessment reading assessment field trip journal

4.5 Students understand the structures		
1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).	Learn About the White House Scholastic Publications Grades 4 -6, *The Pledge of Allegiance Special Commemorative Classroom Edition Scholastic , Shhh! We're Writing the Constitution, Across America Will Be Houghton Mifflin,*	oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
2. Understand the purpose of the California Constitution	*Oh California!* Houghton Mifflin field trip - Colton Hall State Historic Park	Vocabulary assessment Multiple-choice assessment reading assessment field trip journal
3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	Learn About the White House Scholastic Publications Grades 4 -6, *The Pledge of Allegiance Special Commemorative Classroom Edition Scholastic , Shhh! We're Writing the Constitution, Across America Will Be Houghton Mifflin,*	oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.	Learn About the White House Scholastic Publications Grades 4 -6, *The Pledge of Allegiance Special Commemorative Classroom Edition Scholastic , Shhh! We're Writing the Constitution, Across America Will Be Houghton Mifflin,*	oral assessment Vocabulary assessment Multiple-choice assessment reading assessment
5. Describe the	Learn About the White House Scholastic	oral assessment

components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	Publications Grades 4 -6, *The Pledge of Allegiance Special Commemorative Classroom Edition Scholastic , Shhh! We're Writing the Constitution, Across America Will Be Houghton Mifflin,*	Vocabulary assessment Multiple-choice assessment reading assessment

United States History and Geography: Making a New Nation

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
5.4.1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	Human Settlement and the Natural Regions of the Eastern Seaboard Create a History Portfolio to save written learning about historic early settlement Create three KWL (know, want to learn, learning) Webs about influence of Eastern seaboard's physical setting and seasonal changes on survival of American Indian nations and European founders of original 13 thirteen colonies Develop list of daily survival demands confronting Indians and colonists in this time period and location Create a Compare & Contrast Lifestyles Chart reflecting cultural differences affecting relationships between American Indians and early European settlers in	Writing Rubric Checklist Journal Rubric

	this time period on eastern seaboard Write a short first person "Imagine" essay imagining a day in the life of a girl or boy about your age in this time period Research fiction and nonfiction books at your reading level about early settlement life on eastern seaboard. Select one to read. Record notes in your Reading Journal on "Fascinating Facts"	
5.8.4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	Nature and Newcomers: Place key events and people of the historical era journals about people following trails and rivers westward they are studying in a chronological sequence and within a geographical context; discuss time lines. Do a computer search to find original Teacher read to class: *Life in Prairie Land* based on Eliza Farnham's 1837 journals, as she and her surveyor husband made their way westward. It combines descriptive travel writing, autobiography, and the extended essay. It describes years spent living in the Midwestern prairie wilderness in the 1830s. It offers a "realistic depiction of the harsh pioneer lifestyle, a romantic view of the landscape, encounters with early	Technology Use Rubric

	settlers and Native Americans, her eye-opening experiences with birth and death, the flora and fauna that surrounded her, and the developing towns she passed through in her travels." Create a "Thumbs Up, Thumbs Down T-Chart about what parts of Eliza Farnham's life you would have liked to experience and what parts you would have wanted to avoid.	
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government	Students correctly apply terms related to time, including past, present, future, decade, century, and generation. Create a 3-D Time Capsule containing drawings and descriptions of major pre-Columbian settlements based on research information available Students explain how present connects to past by creating a T-Chart identifying similarities and differences and how some things change over time and some things stay the same.	Project Rubric Writing Checklist Anecdotal Records
5.2 Students trace the routes of early	Use maps and globe to follow the	Map Skills Hands-on Quiz

explorers and describe the early explorations of the Americas. 1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). 2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 3. Trace the routes of the majpr land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	Atlantic trade routes that linked Africa, West Indies, British colonies, and Europe. Study maps and geographic landmarks to understand how and when western lands became part of the United States. Write an expository essay to describe this process. Read about battles for independence following Anglo-American settlement in modern-day Texas. Select one event from these battles to read about together; develop a process drama about this particular event. Judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages affected early settlement patterns.	Writing Rubric Process Drama Rubric Teacher-created Test.
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	Students differentiate between primary and secondary sources.	Discussion Participation Checklist Writing Rubric

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War). 4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). 5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). 6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Students may compare overland trail routes, especially the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. Meanwhile, Mexican settlers also migrated into New Mexico, Texas, and California. While learning about life on the trail, students can discuss the reactions of American Indians to the increasing migration and the reasons for the Indians' growing concern. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. Students summarize the key events of the era they are studying and explain the historical contexts of those events.	Journal Checklist

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era. 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. 2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 5. Understand how the British colonial period created the basis for the development of political self-government	Map work to relocate White settlement sites and location of American Indian nations already inhabiting these areas. Research the people who founded colonies, names of the colony they founded, and their reasons for founding them. Create a flow chart to show this information. Research which religions influenced earliest colonies, how colonies were changed by religious influence, and how religious influence changed over time. Write an expository essay on this topic.	Project Rubric Graphic Organizer Checklist Writing Rubric Research Checklist Work Habits Checklist Anecdotal Records Presentation Rubric

and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.		
5.5 Students explain the causes of the American Revolution. 1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	Discuss how students can learn to identify and interpret multiple causes and effects of historical events. Create a Causes of American Revolution flow chart to show multiple factors leading to the American Revolution Research first and second Continental Congress and why they were important. Research drafting and signing of the Declaration of Independence Ask a small groups to setup a process drama on this event, first deciding which historical role each person should portray, then working as a group to	Graphic Organizer Rubric Process Drama Rubric

4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	create an outline of events as a refresher before presenting their process drama	
5.6 Students understand the course and consequences of the American Revolution. 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben). 3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 4. Understand the personal impact and economic hardship of the war on families, problems of financing the war,	After becoming familiar with the Stamp Act of 1765 and the colonists' outrage against it; the Townshend Acts that again stirred protest and led to the Boston Massacre; the tax on tea that provoked the Boston Tea Party; and the Act of 1765 and the Coercive Acts, designed in part to punish colonists for their destruction of tea. In discussing the conflict, students can read excerpts from speeches in the Parliament by William Pitt and Edmund Burke, whose pleas for moderation were ignored. Students learn that a third of the colonists remained loyal to King George III, and many others were undecided. Students consider Thomas Paine's Common Sense, published in January 1776. Paine galvanized support for independence by persuasively arguing that America needed to break free from a government that violated the natural rights of its citizens. "We have it in our power, to begin the world over again ...	Process Drama Checklist Journal Checklist Anecdotal Records Class Participation Checklist

wartime inflation, and laws against hoarding goods and materials and profiteering. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. 7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	the birthday of a new world is at hand," Paine promised. Students also examine the issues at stake for free blacks and slaves, as well as that group's contributions to the war. To appreciate the role women played in the Revolutionary War, students should examine the Daughters of Liberty, the experiences of women who directly supported the war experiences of women who effort, the unique challenges and opportunities slave women faced, and the changing role of women. Guide students in debating the effects of the revolutionary struggle on women by comparing women's pre- and post-war status.	
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic. 1. List the shortcomings of the Articles of Confederation as set forth by their critics. 2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 3. Understand the fundamental principles of American constitutional	With an understanding of the framers in mind, students can participate in mock Constitutional conventions to consider the document's major compromises. Students also study how state constitutions written after the Revolution influenced the writing of the U.S. Constitution. Learning songs that express American ideals, such as "America the Beautiful" and "The Star-Spangled Banner," can guide students to understand the meaning of the American creed and the spirit of the era.	Writing Rubric Presentation Rubric

democracy, including how the government derives its power from the people and the primacy of individual liberty. 4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. 6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").		
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. Studying maps and geographic landmarks explains how and when western lands became part of California, Texas, and other Western lands became part of the United States. Students examine the daily lives of those who built the young republic under the new Constitution. Between 1789 and	Project Rubric Teacher-Created Short Answer Test

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War	1850, new waves of immigrants arrived from Europe, especially English, Scots-Irish, Irish, and Germans. The Great Irish Famine helped to push immigrants to come to the United States during this period. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the south. Students learn about the Louisiana Purchase and the expeditions of Lewis and Clark, guided by Sacagawea, and of John C. Fremont.	
5.9 Students know the location of the current 50 states and the names of their capitals.		States & Capitals Test

California State Standard (s)	Instructional Strategies & Educational Materials	Assessment

Earliest humans (6.1)	A variety of print, VHS/DVD, and internet-based resources are utilized, including *Houghton Mifflin "A Message of Ancient Days"* (textbook) and interactive, team-based simulations designed by *Interact Simulations.* Textbook chapters 1-4 Simulation: "Bones and Stones"	Textbook "Chapter Review" questions (summative) Simulation "final exam" (formative)
Mesopotamia, Egypt, and Kush (6.2)	Textbook chapters 5-7 Simulation: "Empires"	Textbook "Chapter Review" questions (summative) Simulation "final exam" (formative)
Ancient Hebrews (6.3)	Textbook chapter 10	Textbook "Chapter Review" questions (summative)
Ancient Greece (6.4)	Textbook chapters 11 and 12 Simulation: "Greece"	Textbook "Chapter Review" questions (summative) Simulation "final exam" (formative)

Early Civilizations of India and China (6.5, 6.6)	Textbook chapters 8 and 9	Textbook "Chapter Review" questions (summative)
Rome (6.7)	Textbook chapters 13-15 Simulation: "Romans"	Textbook "Chapter Review" questions (summative) Simulation "final exam" (formative)

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
7.1.1-7.1.3 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	McDougall Little World History *Medieval and Early Modern Times* Unit 1: The Tools of History, The Expansion and Fall of Rome Project Connection: *How can our knowledge of the contributions and the rise and the collapse of Classical Mediterranean society give us a greater understanding of the*	Summative assessments Map-reading assessment Journal reflections Student research skills Collaboration assessment

	modern world? Classical Mediterranean civilization that persist in the modern world, identifying factors related to the rise and fall of nations and finding parallels between the rise and collapse of ancient nations and present ones World historical and geographical maps/atlas Teacher-created and online resources	Communications skills Presentation effectiveness Student self-assessment
7.2.1-7.2.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	McDougall Little World History *Medieval and Early Modern Times* Unit 2: The Beginnings of Islam; The Rise of Muslim States Unit 3: Central and Southern Africa Unit 8: Scientific Revolution and the Age of Exploration; The Enlightenment and the Age of Reason World historical and geographical maps/atlas Teacher-created and online resources Project Connection: *Games from Around the World*: Students use games as links to cultural learning Map Connection: Mapping cities along	Summative assessments Map-reading assessment Journal reflections Student research skills Collaboration assessment Map-making/map-reading assessment Communications skills Presentation effectiveness Student self-assessment Writing assessment

	trade routes of AD 570, correlated with existing cities today.	
7.3.1-7.3.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	McDougall Little World History *Medieval and Early Modern Times* Unit 4: China Builds an Empire World historical and geographical maps/atlas Literature Connection: Wang-Wei Teacher-created and online resources Project Connection: *Games from Around the World*: Students use games as links to cultural learning Interactive Simulation: *CHINA: A Simulation of Ancient Chung Kuo* Students work in groups to learn about Chinese geography, literature, history, arts, science, philosophy and religion.	Summative assessments Map-reading assessment Journal reflections Student research skills Collaboration assessment Communications skills Presentation assessment Student self-assessment
7.4.1-7.4.5 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	McDougall Little World History *Medieval and Early Modern Times* Unit 3: West Africa World historical and geographical maps/atlas Teacher-created and online resources	Summative assessments Map-making assessment Journal reflections Student research skills Collaboration assessment

	Project Connections: *Oral Histories from West Africa*: Student storytelling in the style of the African *griot.* *Games from Around the World*: Students use games as links to cultural learning	Writing assessment Communications skills Presentation effectiveness Student self-assessment
7.5.1-7.5.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	McDougall Little World History *Medieval and Early Modern Times* Unit 4: China Builds an Empire; Japan, Korea and Southeast Asia World historical and geographical maps/atlas Teacher-created and online resources Interactive Simulation: *War Lords of Japan*: *The Shogun History of Feudal Japan* Students contrast eastern and western societies and values, experience the organization of a feudal society, develop a geographic knowledge of Japan and surrounding areas, and learn about the Japanese attitudes that have shaped history	Summative assessments Map-reading assessment Journal reflections Writing assessment Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment
7.6.1-7.6.9 Students analyze the geographic, political, economic, religious, and social structures of the	McDougall Little World History *Medieval and Early Modern Times* Unit 5: Feudal Europe; Medieval Europe	Summative assessments Map-reading assessment

civilizations of Medieval Europe.	and the Ottoman Empire World historical and geographical maps/atlas Teacher-created and online resources Interactive Simulations: *Christendom*: Medieval European Society, 600-1300. In eight phases, players learn about aspects of medieval life, taking on roles. Compare Contrast Japanese and European Feudalism Literature Connections: Matsuo Basho, *Canterbury Tales* excerpt, Cadnum, *The Book of the Lion* Project Connection: *Medieval Heraldry* Within a historical context, study symbols of heraldry and present a "Coat of Arms" and story of your historical character. In Medieval Times, knights would have images on their shields and helmets so they could be identified during combat. These symbols became known as family crests. Project Connection: *Oil Painting Like the*	Writing assessment Journal reflections Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment

	Masters Learn Oil Painting techniques of the great painters of the Renaissance: Study color mixing and realistic light and shadow effects while painting a still life and portraits on a canvas, stretching fabric over frames and priming them with gesso.	
7.7.1-7.7.5 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	McDougall Little World History *Medieval and Early Modern Times* Unit 6: Early Mesoamerican Civilizations; Later American Civilizations World historical and geographical maps/atlas Teacher-created and online resources Interactive Simulation: *Maya* A simulation of Mayan civilization during the early seventh century. Student teams trade secret information that- once combined- reveals the cryptic meanings of the Mayan calendar, number system, deities and prophecies. Project Connection: *Games from Around the World*: Students use games as links to cultural learning.	Summative assessment Map-reading assessment Critical thinking assessment Journal reflections Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment
7.8.1-7.8.5 Students analyze the origins, accomplishments, and	McDougall Little World History *Medieval and Early Modern Times*	Summative assessment.

geographic diffusion of the Renaissance.	Unit 7: The Renaissance World historical and geographical maps/atlas Teacher-created and online resources Interactive Simulation: *Renaissance* Students travel back to Renaissance Florence to rescue artistic, literary and scientific treasures. Interdisciplinary activities involve geography, math, science, and language arts skills. Project Connection: *What does a 21st Century Renaissance Man look like?* Students learn "Renaissance Man" ideals, technological advances, culture and economics and make current local comparisons. Create a visual of a 15th Century Renaissance man and a modern day Renaissance man, and describe skills and technology preparation important to anticipated advances.	Critical skills assessment Map-reading assessment Journal reflections Writing assessment Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment
7.9.1-7.9.7 Students analyze the historical developments of the Reformation.	McDougall Little World History *Medieval and Early Modern Times* Unit 7: The Reformation World historical and geographical maps/atlas	Summative assessment Critical skills assessment Map-reading assessment

	Teacher-created and online resources Project Connection: *It's Debatable* Free Inquiry vs. Censorship: Relate these ideas to Reformation events and power structures by research and preparation for a debate, citing major historical events and figures during the time. Primary Sources: Martin Luther *95 Theses*	Journal reflections Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment
7.10.1-7.1.3 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	McDougall Little World History *Medieval and Early Modern Times* Unit 8: The Scientific Revolution and the Age of Exploration World historical and geographical maps/atlas Teacher-created and online resources Project Connection: *Navigating Technology* Create and use tools for navigation, astronomy and cartography. Compare with modern technology Explorations in thinking: *Scientific Method, Rationalism, Fact and Opinion*	Summative assessment. Critical skills assessment Map-reading assessment Journal reflections Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment
7.11.1-7.11.6 Students analyze political	McDougall Little World History *Medieval*	Summative assessment.

and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	*and Early Modern Times* Unit 8: The Enlightenment and the Age of Reason World historical and geographical maps/atlas Teacher-created and online resources Project Connection: *Recreating the Salon: Disseminating information and ideas in the first Global Age* *Magna Carta* French *Declaration of the Rights of Man and of the Citizen* *English Bill of Rights* Diderot *Encyclopédie* Franklin *Poor Richard's Almanack* Jefferson *Declaration of Independence* Interactive Simulations: *Galleon* Navigation, background history and decision making by students to find best routes on transoceanic Caribbean voyages	Critical skills assessment Map-reading assessment Journal reflections Student research skills Collaboration assessment Communications skills Presentation effectiveness Student self-assessment

Santa Barbara Charter School – Social Studies Scope & Sequence – Grade: 8

Common Core State Standard	Instructional Strategies & Educational Materials	Assessment
8.1.1-8.1.4 ***Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.***	Holt *Call to Freedom* Unit 2: Life in the English Colonies; Conflict in the Colonies; The American Revolution Raphael, *The First American Revolution: Before Lexington and Concord* Longfellow, *The Midnight Ride of Paul Revere*	Summative assessment Presentation assessment Communication assessment Critical thinking and analysis assessment Research assessment

	Wood, artwork *The Midnight Ride of Paul Revere* DVD *John Adams* Teacher created and online educational resources Project Connection: *Case Study of a Colony in Revolution* Student groups choose a colony through which to view the lens of the revolution, presenting their perspective, based on researching the facts of their economic, historical, cultural and geographic circumstances.	
8.2.1-8.2.7 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	Holt *Call to Freedom* Unit 2: Forming a Government; Citizenship and the Constitution Zinn, *A People's History of the United States* Project Connection: *We the People* Students will assume the role of Constitutional scholars who have been hired to summarize the Constitution for new citizens who are preparing to take the American citizenship test and represent the American system of government in a meaningful manner. Teacher created and online educational	Summative assessment Communication assessment Research assessment Writing assessment: Summary and compiling information from several sources

	resources	
8.3.1-8.3.7 Students understand the foundation of the American political system and the ways in which citizens participate in it.	Holt *Call to Freedom* Unit 4: Citizenship and the Constitution; Launching the Nation Project Connection: *Government- Who Needs it?* Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age). Participate in a civics project that exemplifies the nature of citizen participation in the political system. Teacher created and online educational resources	Summative assessment Survey and data crunching assessment Student proposal assessment for civics project Research assessment
8.4.1-8.4.4 Students analyze the aspirations and ideals of the people of the new nation. 1.	Holt *Call to Freedom* Unit 4: The Expanding Nation; A New National Identity Literature Connections: Cooper *The Last of the Mohicans* Irving *The Legend of Sleepy Hollow* Irving *Rip Van Winkle* Project Connection: *Creating Art in the style of the Hudson River School* Students learn about artists of the	Summative assessment Writing assessment: literature review and historical response Presentation assessment: art presentation Communication assessment: discussion of project

	Hudson River School, research and discuss how their paintings reflect the American experience of the time.Students use these ideas to choose subjects and create their own artworks that reflect a parallel conception of the history of America and beauty of the land. Teacher created and online educational resources	
8.5.1-8.5.3 Students analyze U.S. foreign policy in the early Republic.	Holt *Call to Freedom* Unit 4: The Expanding Nation; A New National Identity Primary Text study: *The Chumash Revolt of 1824 as told to John P. Harrington* Interactive Simulation: *Betrayed* Students experience the establishment of treaties with Native Americans, revolts, territorial expansion, and perspectives of Native American life.	Summative assessments Critical analysis of primary text and correlation with other concurrent historical events in California related to changing relationships with Native Americans. Research character and tribe, creating a timeline of events in this period. Map beginning and later territory ascribed to tripe. Presentation of a cultural artifact of importance to tribe during this time period.
8.6.1-8.6.7 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on	Holt *Call to Freedom* Unit 5: The North and the South; New Movements in America	Summative assessment Assessment on use of research resources

the Northeast.	Interactive Unit: *Transcontinental* Students learn how early Americans traveled by roads, trails, canals, rivers, horseback and trains to cross from the Atlantic Ocean to the Pacific Ocean. They study the Louisiana Purchase, Industrial Revolution and development of the Pony Express and the telegraph. Project Connection: Choose a reformer on each side of a 19th century reform movement. Research and present the ideals and ideas of this personality. Present each side to the class, with historical context. Literature Connection: *Response to Literature* Works by Edgar Allen Poe, Emily Dickenson, Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow, Walt Whitman Teacher created and online resources	Critical thinking and analysis assessment Communication assessment Presentation assessment Writing assessment: Literature response
8.7.1-8.7.4 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	Holt *Call to Freedom* Unit 5: The North and the South, New Movements in America; A Divided Nation	Summative assessment Project Portfolio: Each file contains a portrait, a narrative/biography, a character map, a bibliography, and

	Project Connection: *Create a Character File* Students create a fictionalized account of a historically/geographically accurate character as students strive to understand history through recounting of an historical experience.	artifacts based on their character's life. Students used multiple sources to research. At the end of this HCF are the resources this student used.
8.8.1-8.8.6 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	Holt *Call to Freedom* Unit 5: A New National Identity; Westward Expansion and WarUnit 7: The West Interactive Simulation: *Lewis and Clark: A Simulation of the Corp of Discovery* Students work through preparation, expedition and culmination of L&C expedition to learn about westward exploration, with collaborative aspects Project Connection: *Tall Ships* Students learn skills and practice roles aboard a California Tall Ship in the time of coastal California trade circa 1840. Project Connection: *Gold Fever* The discovery of gold in California brought huge changes. Students learn about this colorful period in California history through hands on activities and role play. Teacher created and online resources	Summative assessment Portfolio assessment: present and discuss prairie craft artifact Journal content: *L&C* Expedition log incl. mapping Native American tribes, scientific notes, character inference Writing assessment: Persuasive writing letter to Congress for funding Mapping assessment: ID great rivers in historical context

	Project Connection: *Prairie Crafts* Students learn about the role of women and pioneers through engagement in crafts and role play. Project Connection: *Chumash Village* visit: Students learn about experience of local Indian Chumash tribe through policy of removal and territorial expansion Literature Connection: Dana *Two Years Before the Mast*	
8.9.1-8.9.6 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	Holt *Call to Freedom* Unit 4: A New National Identity Unit 6: The Civil War; Reconstruction Interactive Simulation: *Advocating for Abolition* Students construct debate points to advocate for peaceful or violent response, whether to work within the political system to end slavery.	Summative assessments Writing assessment: Newspaper article of Lincoln Douglas debates Research assessment: gathering information and using it critically Performance assessment Critical thinking assessment: analysis and inference Collaborative assessment Critique and response assessment Self-reflection assessment
8.10.1-8.10.7 Students analyze the multiple causes, key events, and complex	Holt *Call to Freedom* Unit 6: A Divided Nation; The Civil War;	Summative assessments Communication assessment

consequences of the Civil War.	Reconstruction Interactive Simulation: *Civil War* A simulation of civilian and soldier life during the American Civil War Teacher created and online resources Project Connection: *How did technology change the Civil War?* Students work in groups to choose a Civil War era technology. They conduct research using books or the Internet engine SweetSearch, a search tool that limits results to academically vetted articles, then choose a medium to present their work to a larger audience	Presentation assessment Research assessment: summary, inference, bibliography Collaboration assessment
8.11.1-8.11.5 Students analyze the character and lasting consequences of Reconstruction.	Holt *Call to Freedom* Unit 6: Reconstruction Pbs.org resources and media Teacher created and online resources Literature Connections: Using three sources, weave together a narrative containing historical facts and one viewpoint through which to discuss them. Fast, *Freedom Road* J. Hansen, *Out From This Place*	Summary assessments Response to Literature writing assessment Reading comprehension summative assessment for non-textbook sources Summative essay assessment

	O.A. Burns, *Cold Sassy* Mitchell, *Gone With the Wind* Mettger, *Reconstruction: American After the Civil War* Trelease, *Reconstruction: The Great Experiment* Stampp, *The Era of Reconstruction* B.T. Washington, *Up From Slavery* McCarthy *Worth Fighting For* **Cobblestone Magazine** *Civil War: Reconstruction* *Black History Month: The Struggle forRights* *Old-Time Schools in America* **DVD** Burns, *The Civil War, Episode Nine: 1865 – The BetterAngels of Our Nature*	
8.12.1-8.12.9 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	Holt *Call to Freedom* Unit 7: The West; An Industrial and Urban Nation; The Spirit of Reform Interactive Simulation: *Merchant* Students simulate what it is like to be part of a western frontier town during the transformation of the American economy. Students learn about competition, free enterprise, frontier needs in agriculture and capitalism. Project Connection: *The Immigrant's Song* Students create an evening of oral and	Summative assessments Collaborative assessments Research assessment Communication skills assessment

	digital storytelling. The student performances and projections, taken together, 'sang the song' or told the story of immigration in America as seen through the eyes of immigrants today. "I Might Get There" Oral Histories of Immigration and Migration Online and teacher-generated educational resources	

APPENDIX L

ASSESSMENTS AND RUBRICS

Emergent Stages of Writing Rubric
Kindergarten Through Second Grade

From Landa, Melissa Hare, *Listening to Young Writers*, (Maupin House, 2005).

SCORE	CHARACTERISTICS
5	One or more complete sentences Ending punctuation Beginning capitalization Spaces between words Conventional and creative spelling
4	Complete sentence
3	Word or phrase Conventional and creative spelling Left to right row of conventional letters
2	No decipherable message Picture Random emergent and conventional letters
1	No decipherable message Scribbles Random emergent letters

*See work examples in book for comparison.

Early Writers Rubric: Content
Kindergarten Through Second Grade

From Landa, Melissa Hare, *Listening to Young Writers*, (Maupin House, 2005).

SCORE	CHARACTERISTICS
3	Addressing the Audience: The writer explains feelings, actions, and events, "speaking" in his unique voice for his audience. The writer uses first, second, or third person pronouns correctly. Expression of Language: All sentences are complete. The writer uses a variety of phrases and sentence structures, specific nouns, strong verbs, and sensory details. Ideas: All sentences relate to the same topic and include strong well-developed supporting statements. Organization: The writer connects sequence, and orders ideas in a logical way and includes an opening and ending sentence
2	Addressing the Audience: The writer explains most feelings, actions, and events, by "speaking in his unique voice to his audience. The writer uses first-, second-, and/or third-person pronouns with few errors Expression of Language: All sentences are complete. The writer uses specific nouns, strong verbs, and sensory details. Ideas: All sentences relate to the same topic with some supporting statements. Organization: The writer connects, sequences, and orders ideas in a logical way and includes either an opening or a closing sentence.
1	Addressing the Audience: The writer explains one feeling, action or event without the presence of a unique voice. The writer uses first-, second, or third-person pronouns with few or no errors. Expression of Language: The writer uses one complete sentence and may include of the following: specific nouns, strong verbs, and sensory details. Ideas: The writer includes at least one complete sentence with no supporting statements. Organization: The writer connects, sequences, and orders one idea in a logical way but has no opening or closing sentence.

0	Addressing the Audience: The writer does not explain any feeling, action, or event. Expression of language: The writer does not use a complete sentence. Ideas: The writer does not express a complete idea. Organization: The writer does not connect sequence, or order any idea in a logical way.

(If a child's writing scores a 0, score again with Emergent Writer Rubric.

Early Writers Rubric: Conventions
Kindergarten Through Second Grade

From Landa, Melissa Hare, *Listening to Young Writers*, (Maupin House, 2005).

SCORE	CHARACTERISTICS
3	**Capitalization**: All sentences begin with capital letter. Few capitalization errors within sentences. Proper nouns, "I," days of the week, and names of the months). **Punctuation**: All sentences have correct ending punctuation, including periods, question marks, and exclamation marks. Few errors (quotation marks and contractions) within sentences. **Spelling**: Few spelling errors of the 100 high-frequency words. **Grammar**: Few grammatical errors.
2	**Capitalization**: Most sentences begin with a capital letter. Some capitalization errors within sentences (e.g., Proper nouns, "I") **Punctuation**: Most sentences have correct ending punctuation. Some punctuation errors (quotation marks and contractions) within sentences. **Spelling**: Some spelling errors of the 100 high-frequency words. **Grammar**: Some grammatical errors.
1	**Capitalization**: At least one sentence begins with a capital letter. Many capitalization errors within sentences (e.g., Proper nouns, "I") **Punctuation**: At least one sentence has correct ending punctuation. **Spelling**: Many spelling errors of the 100 high-frequency words. **Grammar**: Some grammatical errors.
0	No complete sentence

(Score again with emergent writer rubric if student writing scores a 0.)

Analysis of Writer's Craft
Kindergarten Through Second Grade

From Landa, Melissa Hare, *Listening to Young Writers*, (Maupin House, 2005).

Craft Characteristics	Examples
"A"-Addressing your Audience	
"E"-Expression of Language	
"I"-Ideas	
"O"-Organization	

“U”-Understanding Conventions	

Santa Barbara Charter School – Opinion/Argument Rubric, Grade: Kindergarten

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS*: W – 1	Responds with all statements related to the prompt	Responds with all statements, phrases, and/or drawing(s) related to the prompt	Responds with most statements, phrases, and/or drawing(s) related to the prompt	Responds with some or no statements, phrases, and/or drawing(s) related to the prompt
Organization CCSS: W – 1	Identifies opinion in topic sentence Supplies a reason for the opinion Provides some sense of closure	Identifies opinion in a phrase or sentence Identifies opinion clearly	Identifies opinion in a student-dictated phrase or sentence Identifies an opinion that may be unclear	Identifies opinion in drawing(s) or not at all Identifies opinion that is off-topic or missing
Language- Conventions of Grammar and Usage CCSS: L – 1a	Prints all upper and lower case letters correctly Demonstrates mastery of proper spacing between all words and word placement on the lines	Prints many upper and lower case letters correctly Demonstrates proficiency of proper spacing between most words and word placement on the lines	Prints some upper and lower case letters correctly Demonstrates some proficiency of proper spacing between words and word placement on the lines	Prints few upper and lower case letters correctly Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: L – 2, a-d	Capitalizes correctly and consistently with no errors: first word in a sentence, "I," and proper nouns Uses end punctuation consistently and correctly Uses conventional spelling for words with common spelling patterns Spells irregular and/or high-frequency words correctly	Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun "I" Uses end punctuation inconsistently but correctly Writes letters for most consonant and short-vowel sounds Spells simple words phonetically	Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun "I" Uses end punctuation inconsistently and incorrectly Inconsistently writes letters for consonant and short-vowel sounds Spells some simple words phonetically	Capitalizes incorrectly with many errors Does not use end punctuation Writes letters with little to no sound/spelling correspondence of consonants and short vowels Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 1st grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing L=Language

Strand (Domain)	Kindergarten	1st
Writing	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 preferences about the topic or book (e.g., My favorite book is…).	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.
Language- Conventions of Grammar and Usage	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	(Note – these standards correspond in order to how they are arranged in the last box of the table.) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Santa Barbara Charter School – Informative/Explanatory Text-Based Rubric, Grade: Kindergarten

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS*: W – 2	Responds with all statements related to the prompt	Responds with all statements, phrases, and/or drawing(s) related to the prompt	Responds with most statements, phrases, and/or drawing(s) related to the prompt	Responds with some or no statements, phrases, and/or drawing(s) related to the prompt
Organization CCSS: W – 2	Identifies topic in introductory sentence Supplies some facts about the topic Provides some sense of closure	Identifies topic about which they are writing Supplies some information about the topic	Identifies topic about which they are writing in a student-dictated phrase or sentence Attempts to supply some information but may be unrelated to topic	Identifies opinion in drawing(s) or not at all Supplies no information about topic
Language- Conventions of Grammar and Usage CCSS: L – 1a	Prints all upper and lower case letters correctly Demonstrates mastery of proper spacing between all words and word placement on the lines	Prints many upper and lower case letters correctly Demonstrates proficiency of proper spacing between most words and word placement on the lines	Prints some upper and lower case letters correctly Demonstrates some proficiency of proper spacing between words and word placement on the lines	Prints few upper and lower case letters correctly Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: L – 2, a-d	Capitalizes correctly and consistently with no errors: first word in a sentence, "I," and proper nouns Uses end punctuation correctly Uses conventional spelling for words with common spelling patterns Spells irregular and/or high-frequency words correctly	Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun "I" Uses end punctuation Writes letters for most consonant and short-vowel sounds Spells simple words phonetically	Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun "I" Uses end punctuation incorrectly Inconsistently writes letters for consonant and short-vowel sounds Spells some simple words phonetically	Capitalizes incorrectly with many errors Does not use end punctuation Writes letters with little to no sound/spelling correspondence of consonants and short vowels Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: 1) In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 1st grade standards were referenced. 2) The "3 – At Grade Level" work would be a developmentally appropriate goal for the *end* of kindergarten; therefore, the rubric numbers are intended to show student progress as a developmental continuum.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing L=Language

Strand (Domain)	Kindergarten	1st
Writing	2. 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.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Language-Conventions of Grammar and Usage	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	(Note – these standards correspond in order to how they are arranged in the last box of the table.) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Santa Barbara Charter School – Narrative Rubric, Grade: Kindergarten

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting CCSS*: W – 3	Establishes a well-elaborated piece of writing to narrate a single event or several linked events	Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events	Attempts to use a combination of drawing, dictating, and writing to narrate a single event. Missing information provides confusion.	Uses drawing and dictating to narrate a single event.
Organization/Plot CCSS: W – 3	Uses temporal words to signal event order	Tells about events in the order in which the occurred	Events are present but may not be in the order of which they occurred	No events are present
Narrative Techniques CCSS: W - 3	Includes details to describe a reaction to what happened	Provides a reaction to what happened	Provides an inappropriate or confusing reaction to what happened	Provides no reaction to what happened
Language- Conventions of Grammar and Usage CCSS: L – 1a	Prints all upper and lower case letters correctly Demonstrates mastery of proper spacing between all words and word placement on the lines	Prints many upper and lower case letters correctly Demonstrates proficiency of proper spacing between most words and word placement on the lines	Prints some upper and lower case letters correctly Demonstrates some proficiency of proper spacing between words and word placement on the lines	Prints few upper and lower case letters correctly Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: L – 2, a-d	Capitalizes correctly and consistently with no errors: first word in a sentence, "I," and proper nouns Uses end punctuation correctly Uses conventional spelling for words with common spelling patterns	Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun "I" Uses end punctuation Writes letters for most consonant and short-vowel sounds Spells simple words	Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun "I" Uses end punctuation incorrectly Inconsistently writes letters for consonant and short-vowel sounds Spells some simple words phonetically	Capitalizes incorrectly with many errors Does not use end punctuation Writes letters with little to no sound/spelling correspondence of consonants and short vowels Spells few to no simple words phonetically

	Spells irregular and/or high-frequency words correctly	phonetically		

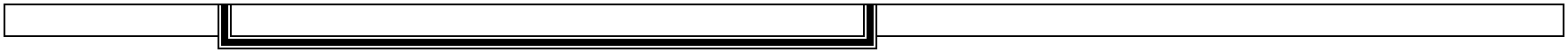
*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 1st grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing R-L= Reading – Literature L=Language

Strand (Domain)	Kindergarten	1st
Writing	3. 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.	3. 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.
Language- Conventions of Grammar and Usage	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	(Note – these standards correspond in order to how they are arranged in the last box of the table.) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize dates and names of people. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



Name: _____ Assignment:_____

First Grade Common Core Rubric: Opinion Pieces W.1.1

CCSS. ELA – Literacy. W.1.1 Write opinion on 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.

	0	1	2	3
Introduce the topic/book they are writing about	Writing did not provide an introduction.	An attempt to introduction was made, but it was unclear.	A simple introduction was made.	A clear introduction was made that hooked the reader's attention.
State an opinion	Writing did not provide an opinion.	An attempt to provide an opinion was made, but it was unclear.	An opinion was stated.	An opinion was clearly stated and made the writing interesting to read about.
Supply a reason for opinion	Writing did not supply a reason for an opinion.	An attempt to supply a reason was made, but it was unclear or incomplete	A reason was supplied to support the opinion.	A reason for the opinion was clearly stated and made the writing more interesting.
Provide closure	Writing did not provide closure.	An attempt to provide closure was made, but it was unclear or incomplete.	Closure was provided.	A clear conclusion was made and it left the reader with a sense of closure, as well as made the writing interesting.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	4-6	7-9	10-12

Name: _____ Assignment: _____

First Grade Common Core Checklist: Opinion Pieces W.1.1

CCSS. ELA – Literacy. W.1.1 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.

	X or #	Note any Exemplary evidence:
Introduce the topic/book they are writing about		
State an opinion		
Supply a reason for opinion		
Provide closure		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

First Grade Common Core Rubric: Information Text W.1.2

CCSS. ELA – Literacy. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	0	1	2	3
Name and introduce topic	Writing did not attempt to introduce the topic.	Writing attempted to introduce the topic, but was unclear or incomplete.	Writing named and introduced the topic.	Writing introduced the topic in a way that hooked the reader's attention.
Supply facts about the topic	Writing did not supply facts about the topic.	Writing attempted to supply facts, but may have been inaccurate or unclear.	Writing supplied facts about the topic.	Writing supplied facts about the topic in a clear and organized way. Writing was entertaining for the reader.
Provide closure	Writing did not provide closure.	Writing attempted to provide closure was made, but it was unclear or incomplete.	Writing provided a sense of closure.	A clear conclusion was made and it left the reader with a sense of closure, as well as made the writing interesting.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	4-5	6-7	8-9

Name: _____ Assignment: _____

First Grade Common Core Checklist: Information Text W.1.2

CCSS. ELA – Literacy. W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	X or #	Note any Exemplary evidence:
Name and introduce a topic		
Supply facts about the topic		
Provide closure		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

First Grade Common Core Rubric: Narrative W.1.3

CCSS. ELA – Literacy. W.1.3 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.

	0	1	2	3
Recounts two or more sequenced events	Writing does not recount two or more events.	Writing attempts to recount events, but is unclear or incomplete. May only recall one event. Events may be out of order.	Writing recounts two or more sequenced events.	Writing recounts two or more sequenced events in a clear, organized way. Writing is entertaining to the reader.
Includes details	Writing does not include details.	Writing attempts to use details, but may be unclear or incomplete.	Writing includes details.	Writing includes details and interesting language. The details add to the story and help give the reader a clear depiction of events.
Use temporal words to signal event order	Writing does not include temporal words.	Writing attempts to use temporal words, but may be out of order or unclear.	Writing uses temporal words to signal event order, but are mostly simple (first, next, then, last).	Writing uses more temporal words that are interesting to read. (suddenly, meanwhile, all of the sudden, after, etc).
Provide closure	Writing did not provide closure.	Writing attempted to provide closure, but it was unclear or incomplete.	Writing provided a sense of closure.	A clear conclusion was made and it left the reader with a sense of closure, as well as made the writing interesting.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	4-6	7-9	10-12

Name: _____ Assignment: _____

First Grade Common Core Checklist: Narrative W.1.3

CCSS. ELA – Literacy. W.1.3 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.

	X or #	Note any Exemplary evidence:
Recounts two or more sequenced events		
Includes details		
Use temporal words to signal event order		
Provide closure		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

First Grade Common Core Rubric: Research W.1.7

CCSS. ELA – Literacy. W.1.7 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.

	0	1	2	3
Focus on topic	Writing is off topic.	Writing attempts to stay on topic but wanders off a bit.	Writing is on topic.	All sentences are on topic. The reader is left with a strong understanding of the main idea of the writing.
Work with peers to collect research for writing project	Writer is not able to work with peers to collect research.	Writing attempts to work with peers, but is unsuccessful.	Writer is able to work with peers to collect research.	Writer is able to work with peers and takes an active role in collaboration and collecting ideas.
Collaborative writing project is sequenced and well organized.	Writing is out of order.	Writing attempts to be sequenced, but lacks organization.	Writing is sequenced and well organized.	Writing is very advanced in both sequence and organization.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	4-5	6-7	8-9

Name: _____ Assignment:_____

First Grade Common Core Checklist: Research W.1.7

CCSS. ELA – Literacy. W.1.7 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).

	X or #	Note any Exemplary evidence:
Focus on topic		
Work with peers to collect research for writing project		
Collaborative writing project is sequenced and well organized.		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

First Grade Common Core Checklist: Conventions Grammar – L.1.1

CCSS. ELA – Literacy. L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	X or #	Note any Exemplary Evidence
CCSS.ELA – Literacy. L.1.1a Print all upper- and lowercase letters.		
CCSS.ELA – Literacy. L.1.1b Use common, proper, and possessive nouns.		
CCSS.ELA – Literacy. L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
CCSS.ELA – Literacy. L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
CCSS.ELA – Literacy. L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		
CCSS.ELA – Literacy. L.1.1f Use of frequently occurring adjectives.		
CCSS.ELA – Literacy. L.1.1g Use of frequently occurring conjunctions (e.g., and, but, or, so, because).		
CCSS.ELA – Literacy. L.1.1h Use determiners (e.g., articles, demonstratives).		
CCSS.ELA – Literacy. L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).		
CCSS.ELA – Literacy. L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		

X = Mastered # = Needs improvement

Name: _____ Assignment:_____

First Grade Writing Common Core Rubric:

Conventions – Spelling, Capitalization, Punctuation – L.1.2

CCSS. ELA – Literacy. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.

	X or #	Note Exemplary Evidence
CCSS.ELA – Literacy. L.1.2a Capitalize dates and names of people.		
CCSS.ELA – Literacy. L.1.2b Use end punctuation for sentences.		
CCSS.ELA – Literacy. L.1.2c. Use commas in dates and to separate single words in a series.		
CCSS.ELA – Literacy. L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
CCSS.ELA – Literacy. L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		

X = Mastered # = Needs improvement

Name: _____ Assignment:_____

Second Grade Common Core Rubric: Opinion Pieces W.2.1

CCSS. ELA – Literacy. W.2.1 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.

	0	1	2	3
Introduce the topic/book they are writing about	Writing did not provide an introduction.	An attempt to introduction was made, but it was unclear.	A simple introduction was made.	A clear introduction was made that hooked the reader's attention.
State an opinion	Writing did not provide an opinion.	An attempt to provide an opinion was made, but it was unclear.	An opinion was stated.	An opinion was clearly stated and made the writing interesting to read about.
Supply a reason for opinion	Writing did not supply a reason for an opinion.	An attempt to supply a reason was made, but it was unclear or incomplete	A reason was supplied to support the opinion.	A reason for the opinion was clearly stated and made the writing more interesting.
Use linking words (e.g., because , and, also) to connect opinion and reasons	Writing did not use linking words.	Writing attempted to use linking words, but in an incorrect fashion.	Writing used linking words to connect opinion and reasons.	Writing often used linking words to connect their opinion and reason. Opinions were clearly supported by reasons.
Provide concluding statement or section	Writing did not provide closure.	An attempt was to provide closure was made, but it was unclear or incomplete.	Closure was provided.	A clear conclusion was made and it left the reader with a sense of closure, as well as made the writing interesting.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-4	5-7	8-11	12-15

Name: _____ Assignment: _____

Second Grade Common Core Checklist: Opinion Pieces W.2.1

CCSS. ELA – Literacy. W.2.1 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.

	X or #	Note any Exemplary evidence:
Introduce the topic/book they are writing about		
State an opinion		
Supply a reason for opinion		
Use linking words (e.g., because, and, also) to connect opinion and reasons		
Provide closure		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

Second Grade Common Core Rubric: Information Text W.2.2

CCSS. ELA – Literacy. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	0	1	2	3
Name and introduce topic	Writing did not attempt to introduce the topic.	Writing attempted to introduce the topic, but it was unclear or incomplete.	Writing named and introduced the topic.	Writing introduced the topic in a way that hooked the reader's attention.
Supply facts and definitions to develop points	Writing did not supply facts about the topic.	Writing attempted to supply facts, but may have been inaccurate or unclear.	Writing supplied facts and definitions about the topic to develop their point.	Writing supplied facts about the topic in a clear and organized way. Writing was entertaining for the reader.
Provide concluding statement or section	Writing did not provide closure.	Writing attempted to provide closure was made, but it was unclear or incomplete.	Writing provided a sense of closure.	A clear conclusion was made and it left the reader with a sense of closure, as well as made the writing interesting.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	4-5	6-7	8-9

Name: _____ Assignment: _____

Second Grade Common Core Checklist: Information Text W.2.2

CCSS. ELA – Literacy. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	X or #	Note any Exemplary evidence:
Name and introduce a topic		
Use facts and definitions to develop points		
Provide concluding statement or section		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

Second Grade Common Core Rubric: Narrative W.2.3

CCSS. ELA – Literacy. W.2.3 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.

	0	1	2	3
Recounts a well-elaborated event or short sequence of events	Writing does not recount an elaborated event or sequence of events.	Writing attempts to recount events, but is unclear or incomplete. May only recall one event. Events may be out of order.	Writing recounts a well elaborated event or sequence of events.	Writing recounts events in a clear, organized way. Writing is entertaining to the reader. Writing is advanced.
Includes details to describe actions, thoughts and feelings	Writing does not include details.	Writing attempts to use some details, but may be unclear or incomplete.	Writing includes details to describe thoughts, actions, and feelings.	Writing includes details and interesting language. The details add to the story and help give the reader a clear depiction of events.
Use temporal words to signal event order	Writing does not include temporal words.	Writing attempts to use temporal words, but may be out of order or unclear.	Writing uses temporal words to signal event order, but are mostly simple (first, next, then, last).	Writing uses more advanced temporal words that are interesting to read. (suddenly, meanwhile, all of the sudden, after, etc).
Provide closure	Writing did not provide closure.	An attempt to provide closure, but it was unclear or incomplete.	Writing provided a sense of closure.	A clear conclusion was made and it left the reader with a sense of closure, as well as made the writing interesting.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	**4-6**	**7-9**	**10-12**

Name: _____ Assignment: _____

Second Grade Common Core Checklist: Narrative W.2.3

CCSS. ELA – Literacy. W.2.3 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.

	X or #	Note any Exemplary evidence:
Recounts a well-elaborated event or short sequence of events		
Includes details to describe actions, thoughts and feelings		
Use temporal words to signal event order		
Provide closure		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

Second Grade Common Core: Research W.2.7

CCSS. ELA – Literacy. W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

	0	1	2	3
Focus on topic	Writing is off topic.	Writing attempts to stay on topic but wanders off a bit.	Writing is on topic.	All sentences are on topic. The reader is left with a strong understanding of the main idea of the writing.
Work with peers to collect research for writing project	Writer is not able to work with peers to collect research.	Writing attempts to work with peers, but is unsuccessful.	Writer is able to work with peers to collect research.	Writer is able to work with peers and takes an active role in collaboration and collecting ideas.
Report and record observations, project is organized and easily understood by reader	Writing is out of order.	Writing attempts to be sequenced, but lacks organization.	Writing is sequenced and well organized. Writing includes observations and is easily understood by reader.	Writing is very advanced in both sequence and organization.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-3	4-5	6-7	8-9

Name: _____ Assignment:_____

Second Grade Common Core : Rubric: Research W.2.7

CCSS. ELA – Literacy. W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

	X or #	Note any Exemplary evidence:
Focus on topic		
Work with peers to collect research for writing project		
Report and record observations, project is organized and easily understood by reader		

X = Mastered # = Needs improvement

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary

Name: _____ Assignment:_____

Second Grade Common Core Rubric: Question Response W.2.8

CCSS. ELA – Literacy. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

	0	1	2	3
Recall information from experiences or use information from provided sources	Child is not able to recall information or gather information to answer a question.	Child attempts to recall information or gather information but is unsuccessful.	Child is able to recall information from experiences or gather information to answer a question.	Child is very successful at answering a question by recalling information or gathering information. Child's answer is beyond grade level.
Answer question in a way this is clearly understood	Child is not able to answer a question in a clear understandable way.	Child's answer is difficult to understand but shows attempt at answering the question.	Child is able to answer the question in a way that is clearly understood.	Child answers the questions clearly and demonstrates a high level of understanding and comprehension.

Child's Performance Level:

Needs Development	Approaching	Proficient	Exemplary
0-1	2-3	4-5	6

Name: _____ Assignment:_____

Second Grade Common Core Checklist: Convetions Grammar – L.2.1

CCSS. ELA – Literacy. L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	X or #	Note any Exemplary Evidence
CCSS.ELA – Literacy. L.2.1a Use collective nouns (e.g., group).		
CCSS.ELA – Literacy. L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish.)		
CCSS.ELA – Literacy. L.2.1c Use reflexive pronouns (e.g., myself, ourselves).		
CCSS.ELA – Literacy. L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid told).		
CCSS.ELA – Literacy. L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.		
CCSS.ELA – Literacy. L.1.1f Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		

X = Mastered # = Needs improvement

Name: _____ Assignment:_____

Second Grade Writing Common Core Checklist:

Conventions – Spelling, Capitalization, Punctuation – L.2.2

CCSS. ELA – Literacy. L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	X or #	Note Exemplary Evidence
CCSS.ELA – Literacy. L.2.2a Capitalize holidays, product names, and geographic names.		
CCSS.ELA – Literacy. L.2.2b Use commas in greetings and closings of letters.		
CCSS.ELA – Literacy. L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.		
CCSS.ELA – Literacy. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage –badge; boy – boil).		
CCSS.ELA – Literacy. L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

X = Mastered # = Needs improvement

Date_____ 3rd Grade Writing Rubric

Name_____

Adapted from Moorpark Unified School District

Benchmark:	**4-Advanced** Advanced knowledge of grade level standards	**3-Proficient** Proficient knowledge of grade level standards	**2-Basic** Approaching basic knowledge of grade level standards	**1-BelowBasic** Below basic knowledge of grade level standards
Organization & Focus	Well developed, expressive paragraphs • Strong, interesting, compelling topic sentence • Reasons, details, facts strongly support topic • Strong conclusion	Developed paragraphs • Topic sentence address prompt • Reasons, details, facts are clear • Good examples/explanations • Solid conclusions	Attempts paragraphing • Topic sentence • Simple supporting facts/details • Some logical conclusions • Weak conclusion	No Paragraphing • No logical sequence • No topic sentence • No supporting details/facts • No appropriate conclusion • No clear purpose
Content	Strongly addresses prompt • Quality and quantity of information educates and/or entertains the reader • Highly interesting examples, evidence, or explanations	Addresses prompt • All information relates to topic • Examples and explanations increase reader understanding	Inconsistently addresses prompt • Information repeats or wanders • Several examples or explanations	Fails to address prompt • Not enough information • Examples/details inaccurate or confusing
Style	Successfully used varied sentence structures • Rich vocabulary may include figurative language	Attempted varied sentence structure • Combination of rich vocabulary and basis words used effectively	Mostly simple sentence structure or sentences that start the same way • Basic words and definitions	Many sentences fragmented Run-on sentences • Many repeated words or phrases
Writing Conventions	CUPS* Minor errors in CUPS	CUPS* Some errors in CUPS that do not distract reader's understanding • Does not interfere with reading or understanding the writing	CUPS* Some errors in CUPS that do distract reader's understanding	CUPS* Major errors in CUPS that interferes with reader's understanding
Genre	See style of writing on back	See style of writing on back	See style of writing on back	See style of writing on back

*CUPS = Capitalization, Usage, Punctuation, Spelling

Subtotal: _____x 4 = _____x3 = _____x2 = ____x1 =

Overall Rubric Score:

Circle 4 3 2 1

Benchmark:	**4-Advanced** Advanced knowledge of grade level standards	**3-Proficient** Proficient knowledge of grade level standards	**2-Basic** Approaching basic knowledge of grade level standards	**1-BelowBasic** Below basic knowledge of grade level standards
Narrative (1st trimester)	2.1 Narrative The sequence of events is well developed • many rich details and sensory words	2.1 Narrative the sequence of events is developed • some details and sensory words	2.1 Narrative The sequence of events has minimal details • few details and sensory words	1.1 Narrative There aren't a sequence of events • no details or sensory words.
Letter (2nd trimester)	2.3 Letter (thank you) The five parts of the letter all have proper format	2.3 Letter (thank you) The five parts of the letter have minimal errors	2.3 Letter (thank you) The five parts of the letter have various errors in format	1.2 Letter (thank you) 1.3 There are not five parts of the letter
Descriptive (3rd trimester)	2.2 Descriptive (animal or biography report) Excellent sentence and paragraph structure • variety of details on the theme • excellent concluding sentence	2.2 Descriptive (animal or biography report) Excellent sentence structure • details and descriptions • good concluding sentence	2.2 Descriptive (animal or biography report) Basic sentences structure • simple details on theme • has concluding sentence	2.2 Descriptive (animal or biography report) No topic sentence • details are not on there • no concluding sentence

*CUPS Capitalization, Usage, Punctuation, Spelling

Capitalize names or magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Usage: *Sentence Structure:* Use simple and compound sentences in writing and speaking*;* Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunction in writing and speaking.

Punctuation

Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.; Use underlining, quotation marks, or italics to identify titles of documents.

Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable construction.

Date_____ 4th Grade Writing Rubric

Name_____

Adapted from Moorpark Unified School District

Benchmark:	**4-Advanced** Advanced knowledge of grade level standards	**3-Proficient** Proficient knowledge of grade level standards	**2-Basic** Approaching basic knowledge of grade level standards	**1-BelowBasic** Below basic knowledge of grade level standards
Organization & Focus	Well-developed, expressive paragraphs • Strong introduction & conclusion • Flows smoothly •Transitional phrases	Developed paragraphs • Appropriate introduction & conclusion but not compelling • Sequence evident • Some transitional phrases	Paragraphing attempted • Introduction and conclusion weak • Minimal sequence development • Attempted transitional phrases	No paragraphing • No introduction and conclusion • Lacks sequence • Lacks focus • Confusing • No transitional phrases
Content	Strongly addresses the prompt	Addresses the prompt	Inconsistently addresses the prompt	Fails to address the prompt
Style	Rich vocabulary and/or figurative language appropriate to topic • Uses a wide variety of sentences (simple, complex, compound) that fluently connect ideas	Familiar and descriptive vocabulary appropriate to topic Uses a variety of sentence structures (simple, compound, complex)	Limited vocabulary and descriptions appropriate to topic • Most simple sentences with repetitive	Simple/repeated words or phrases • Many spelling errors
Writing Conventions	CUPS* Minor errors in CUPS	CUPS* Some errors in CUPS that do not distract reader's understanding	CUPS* Some errors in CUPS that do distract reader's understanding	CUPS* Major errors in CUPS interfere with understanding
Genre		See style of writing on back	See style of writing on back	See style of writing on back

*CUPS = Capitalization, Usage, Punctuation, Spelling

Subtotal: _____x 4 = _____x3 = _____x2 = ____x1 =

Overall Rubric Score:
Circle 4 3 2 1

Benchmark:	**4-Advanced** Advanced knowledge of grade level standards	**3-Proficient** Proficient knowledge of grade level standards	**2-Basic** Approaching basic knowledge of grade level standards	**1-BelowBasic** Below basic knowledge of grade level standards
Narrative (1st trimester)	2.1 Narrative Relates a strong personal narrative which includes • Ideas, observations, or recollections of an event or experience • An imaginative world for the event or experience • Extensive concrete sensory details • Clear insight into why the event/experience is memorable	2.1 Narrative Relates an adequate personal narrative which includes • An event or experience • A world for the event or experience • Concrete sensory details • Insight into why the event/experience is memorable	2.1 Narrative Relates a limited personal narrative which includes • Some progression of events • Somewhat unclear worlds for the event/experience • Few sensory details • Lacks insight into why the experience is memorable	2.1 Narrative Does not relate a personal narrative • Few events • Unclear world for the events/experience • Lacks sensory details • No insight into why the experience is memorable
Literacy Response (2nd trimester)	2.2 Literacy Response Shows reflective understanding and extensive knowledge of text • Supports judgments with extensive references to text, and to prior knowledge • Develops interpretations that exhibit careful reading and understanding	2.2 Literacy Response Shows general understanding of text • Supports judgments through references both to the text and to prior knowledge • Develops interpretations that exhibit adequate reading and understanding	2.2 Literacy Response Shows some understanding of text • Main idea somewhat identified • Some details support main ideas • Some words/phrases copied from text	2.2 Literacy Response of the letter • Shows little or no understanding of text • Judgments not supported • No reference to the text
Research	2.3 Research Frames questions that direct the investigation Focuses on a single well-chosen topic Reflective closure showing understanding and extensive knowledge of subject	2.3 Research Frames questions that direct the investigation Mostly focuses on a single appropriate topic Closures showing strong understanding	2.3 Research Questions limit the investigation Topics are too broad to be well covered Some understanding shown in closure	2.3 Research Lacks questions Topics are too broad or inappropriate Little or no understanding shown in the closure
Summary (3rd trimester)	2.4 Summary	2.4 Summary	2.4 Summary	2.4 Summary

*CUPS Capitalization, Usage, Punctuation, Spelling

Capitalize names or magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Usage

Sentence Structure: Use simple and compound sentences in writing and speaking*;* Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunction in writing and speaking.

Punctuation

Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.; Use underlining, quotation marks, or italics to identify titles of documents.

Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable construction. Reading/Language Arts Framework for California Public Schools, p 116.

Date_____

5th Grade Writing Rubric

Name_____

Adapted from Moorpark Unified School District

Benchmark:	**4-Advanced** Advanced knowledge of grade level standards	**3-Proficient** Proficient knowledge of grade level standards	**2-Basic** Approaching basic knowledge of grade level standards	**1-BelowBasic** Below basic knowledge of grade level standards
Organization & Focus	____ Strong introduction/thesis addresses the prompt in a compelling and interesting way •Extensive examples, evidence, and or details •Varied or subtle transitions, sounds natural, enhances the flow of the paper •Strong conclusion •Strong paragraphing	___Introduction/thesis addresses the prompt •Adequate examples, evidence, and/or details •Transitions used to fit the paragraph's purpose •Appropriate conclusion •Appropriate conclusion and paragraphing	____ Unclear introduction/thesis for prompt • Few/weak examples, evidence, and/or details • Use of ordinary transitions or transitions not use effectively • Weak conclusion • Paragraphing attempted	No paragraphing • No introduction and conclusion • Lacks sequence • Lacks focus • Confusing • No transitional phrases
Content	Strongly addresses the prompt	Addresses the prompt	Inconsistently addresses the prompt	Fails to address the prompt
Style	Rich vocabulary and/or figurative language appropriate to topic • Uses a wide variety of sentences (simple, complex, compound) that fluently connect ideas	Familiar and descriptive vocabulary appropriate to topic Uses a variety of sentence structures (simple, compound, complex)	Limited vocabulary and descriptions appropriate to topic • Most simple sentences with repetitive beginnings	Simple/repeated words or phrases • Many spelling errors
Writing Conventions	CUPS* Minor errors in CUPS	CUPS* Some errors in CUPS that do not distract reader's understanding	CUPS* Some errors in CUPS that do distract reader's understanding	CUPS* Major errors in CUPS interfere with understanding
Genre		See style of writing on back	See style of writing on back	See style of writing on back

*CUPS = Capitalization, Usage, Punctuation, Spelling

Subtotal: _____x 4 = _____x3 = _____x2 = ____x1 =

Overall Rubric Score:
Circle 4 3 2 1

Benchmark:	**4-Advanced** Advanced knowledge of grade level standards	**3-Proficient** Proficient knowledge of grade level standards	**2-Basic** Approaching basic knowledge of grade level standards	**1-BelowBasic** Below basic knowledge of grade level standards
Narrative (1st trimester)	Narrative _____Establishes a strong point of view, plot setting, conflict, and sequence of events	Narrative _____Establishes an adequate point of view, plot, setting, conflict, and sequence of events	Narrative _____Establishes a limited point of view and plot with some progression of events	Narrative ____ Does not establish a point of view, plot, few events
Persuasive (2nd trimester)	Persuasive _____ Clearly states position with extensive evidence to support it • Addresses the reader's concerns • Clearly develops introduction, strong progression of ideas and closure	Persuasive _____Adequately states position with evidence to support it • Addresses some reader concerns • Adequately develops introduction, progression of ideas and closure	Persuasive _____Position is unclear with little supporting evidence Shows some understanding of text • No reader concerns addressed • Lacks clear introduction, some progression of ideas and little closure	Persuasive _____ No position stated, fails to provide supporting evidence • No reader concerns addressed • No/poor introduction, lacks progression of ideas, and no/poor closure
Literary Response (3rd trimester)	Literary Response _____Shows reflective understanding and extensive knowledge of text Develops interpretations that exhibit careful reading and understanding	Literary Response____ Shows general understanding of text • Supports judgments through references both to the text and to prior knowledge • Develops interpretations that exhibit adequate reading and understanding	Literary Response _____Shows some understanding of text • Judgments somewhat supported with ideas and images • Limited reference to the text	Literary Response _____Shows little or no understanding of text • Judgments not supported • No reference to the text

*CUPS Capitalization, Usage, Punctuation, Spelling

Capitalize names or magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Usage

Sentence Structure: Use simple and compound sentences in writing and speaking*;* Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunction in writing and speaking.

Punctuation

Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. Use underlining, quotation marks, or italics to identify titles of documents.

Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable construction. Reading/Language Arts Framework for California Public Schools, p 116.

Smarter Balanced
Assessment Consortium

4-Point Informative-Explanatory Performance Task Writing Rubric -- Grade 6					
Score	4	3	2	1	NS
	The response has a dear and effective organizational structure, creating a sense of unity and oompleteness The response is fully sustained, and consistently and purposefully focused: • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion • controlling or main idea of a topic is clear, focused, and strongly maintained • controlling or main idea of a topic is introduced and oommunicated dearly within the purpose, audience, and task	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate progression of ideas from beginning to end • adequate introduction and conclusion • controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be present • main idea of the topic is adequate within the purpose, audience, and task	The response has an inconsistant organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: • inconsistent use of transitional strategies and/or little variety • uneven progression of ideas from beginning to end; basic and/or formulaic structure • introduction or oonclusion, if present, may be weak • controlling or main idea may be clearly focused but is insufficiently sustained • controlling or main idea may be unclear and/ or somewhat unfocused	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: • few or no transitional strategies are evident • frequent extraneous ideas are evident; may be formulaic • introduction and/ or conclusion may be missing • may be very brief or have a major drift • focus may be confusing or ambiguous	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Smarter Balanced
Assessment Consortium

4-Point Informative-Explanatory Performance Task Writing Rubric -- Grade 6					
Score	4	3	2	1	NS
Content	The response provides thorough and convincing support/ evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language: • comprehensive evidence from sources is integrated • references are relevant • effective use of elaborative techniques • use of domain-specific vocabulary is clearly appropriate for the audience and purpose	The response provides adequate support/evidence for the controlling idea or main idea that Icludes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language: • some evidence from sources is integrated • references may be general • adequate use of elaborative techniques • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response provides uneven, cursory support/ evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language: • evidence from sources is weakly integrated, vague, or not precise • references may be vague, not precise , or absent • weak or uneven use of elaborative techniques • use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing: • evidence from the source material is minimal, absent, incorrect, or irrelevant • references may be absent or incorrect • minimal, if any, use of elaborative techniques • use of domain-specific vocabulary is limited or ineffective for the audience and purpose	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

2-Point Informative-Explanatory Performance Task Writing Rubric -- Grade 6				
Score	2	1	0	NS
	The response demonstrates an adequate command of conventions: • adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling • no systematic pattern of errors is displayed	The response demonstrates a partial command of conventions: • limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling • some systematic patterns of errors may be displayed	The response demonstrates little or no command of oonventions: • infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling • systematic patterns of errors are displayed	• Unintelligible • In a language other than English • Off-topic •Copied text (Off-purpose responses will still receive a score in conventions.)

Holistic Scoring:

- Variety: Range of errors (sentence formation, usage grammar, and spelling)
- Severity: base errors are more heavily weighted compared to higher level errors
- Density: proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

4-Point Narrative Performance Task Writing Rubric -- Grade 6					
Score	4	3	2	1	**NS**
	The organization of the narrative, real or imagined, is fully sustained and focus is clear and maintained throughout: • an effective plot helps to create a sense of unity and completeness • effectivelyestablishesand maintains setting, develops narrator/characters, and maintains point of view* • consistent use of a variety of transitional strategiesto clarify the relationships between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	The organization of the narrative, real or imagined, is adequately sustained, and focus is adequate and generally maintained: • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately maintains a setting, develops narrator/ characters, and/ or mai nt ai ns poi nt of view* • adequate use of a variety of transitional strategiesto clarifythe relat ionships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus: • there may be an inconsistent plot, and flaws are evident • unevenly maintainsa setting, develops narrator and/ or characters, and/or maintains point of view* • uneven use of transitional strategiesand/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	The organization of the narrative, real or imagined, may be maintained but may provide little or no focus: • there islittle or no discernible plot or may just be a series of events • few or no transitional strategies may be evident • little or no organization of an event sequence; frequent ext raneous ideas may be evident and/or a major drift • opening and/or closure may be	• Unintelligible In another language other than English • Off-topic • Copied text • Off-purpose

4-Point Narrative Performance Task Writing Rubric -- Grade 6					
Score	4	3	2	1	**NS**
	The narrative, real or imagined, Provides thorough, effective elaboration using relevant details, dialogue, and description: • experiences and events are clearly expressed • effective use of relevant source material informs and Strengthens the narrative • effective use of a variety of narrative techniquesthat advance the story or illustrate the experience • effective Use of sensory, concrete, and figurative language that clearly advances the purpose	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description: • experiences and events are Adequately expressed • adequate use of source material informs and contributesto the narration • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally Advances the purpose	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: • experiences and events are unevenly expressed • weak use of source material that may be vague, abrupt, or imprecise, adding little to the narration • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and/or description: • experiences and events may be vague, lack clarity, or confusing • little or no use of source material that maybe irrelevant, confusing, or lack clarity • USE of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, and figurative language • may have little or no sense of purpose	• Unintelligible • In a language other than English • Off-topic • Copied text • Ott-purpose

2-Point Narrative Performance Task Writing Rubric -- Grade 6				
Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: • adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling • no systematic pattern of errors is displayed	The response demonstrates a partial command of conventions: • limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling • some systematic patterns of errors may be displayed	The response demonstrates little or no command of conventions: • infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling • systematic patterns of errors are displayed	• Unintelligible • In a language other than English • Off-topic • Copied text (Off-purpose responses will still receive a score in conventions.)

Holistic Scoring:

- Variety: Range of errors (sentence formation, usage grammar, and spelling)
- Severity: weight of basic errors more heavily compared to higher level errors
- Density: proportion of errors to the amount of writing done well. This icludes the ratio of errors to the length of the piece

Argumentative Writing Rubric (Grade 6)

ore	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Pu rpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
4	The response is fully sustained and consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed* • claim is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning **to** end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

Argumentative Writing Rubric (Grade 6)

ore	Statement of Purpose/Focus and Organization		Development Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
3	The response is adequately sustained and generally focused: • claim is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning **to** end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas	The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequat command of conventions: • some errors in usage and sentence formatio may be present, but nc systematic pattern of errors is displayed • adequate use of pu nctuation, capitalization, and spelling

Argumentative Writing Rubric (Grade 6)

ore	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	
2	The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas	The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling

Argumentative Writing Rubric (Grade 6)

Score	evelopment: Language and Elaboration of Evidence				Conventions
	Statement of Pu rpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
1	The response may be related to the purpose but may offer little relevant detail: • may be very brief • may have a major drift • claim may be confusing or ambiguous	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].				

Seventh Grade Writing Rubrics

Journalism Elective

Excellent	• Article contains balanced information from a broad range of authoritative sources • All necessary story elements have been covered • All facts have been confirmed by multiple sources	• The lead is engaging and well-suited to both subject and assignment • Sentences are clear and packed with information • Language is very economical and free of errors • Word count matches assigned length	• Attribution is complete and appropriate • Article follows news article formatting guidelines
Acceptable	• Article contains accurate information from a limited range of sources or from sources of limited authority • Most or many important story elements are covered	• The lead is appropriate for topic and task • Sentences are clear • Language is somewhat economical with few errors • Word count is close to assigned length	• Attribution is mostly complete and includes few mistakes • Style errors are easily correctible
Unacceptable*	• Article contains unbalanced or inaccurate information • Story is weak	• The lead misleads the reader, lacks focus, or resembles an essay introduction • Sentences are unclear or filled with grammatical mistakes • Word count is significantly shorter or longer than assigned	• Attribution is incorrect or missing • Article includes many errors in news article formatting guidelines

Journalism Elective/Current Events and Hot

Decriptor	Research	Writing	Style
	• • • • • • • Editorial contains balanced information from a broad range of authoritative sources • All necessary story elements have been covered • All facts have been confirmed by multiple sources	• The lead is engaging and well-suited to both subject and assignment • Sentences are clear and packed with information • Language is engaging and free of errors • Word count matches assigned length	• Attribution is complete and appropriate • Article follows editorial formatting guidelines
Acceptable	• Editorial contains accurate information from a limited range of sources or from sources of limited authority • Most or many important story elements are covered	• The lead is appropriate for topic and task • Sentences are clear • Language is somewhat economical with few errors • Word count is close to assigned length	• Attribution is mostly complete and includes few mistakes • Style errors are easily correctible

Unacceptable*	• Editorial contains unbalanced or inaccurate information • Story is weak	• The lead misleads the reader, lacks focus, or resembles an essay introduction • Sentences are unclear or filled with grammatical mistakes • Word count is significantly shorter or longer than assigned	• Attribution is incorrect or missing • Editorial includes many errors in news article formatting guidelines

Seventh Grade

Characterization Essay Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	All of the body paragraphs contain topic sentences, transition sentences, quotes and analysis and are clearly organized. Introduction is a proper length. You funnel into the topic and end the paragraph with a thesis statement. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Body paragraphs are formatted correctly, but there are minor errors/omissions. The introduction is good, but is missing one of the elements of an "advanced" intro. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Many of the body paragraphs are incorrectly formatted. There are numerous errors with the structure of the introduction. You have a conclusion but it still needs quite a bit of work.	There is virtually no paragraph structure to the essay. There is no introduction or the introduction format is completely incorrect. You have no conclusion or what you have barely resembles a conclusion.
Content & Ideas: Thesis Statement	You have an interesting, well thought out thesis statement that is an argument. Your thesis statement is specific and detailed so that it is clear what your essay will argue.	Your thesis is clear and you map out how you will present the evidence to prove the thesis.	You have a thesis statement, but it is more summary than argument.	You have no thesis statement.
Content & Ideas: Support	You have chosen an argument to write about. You include relevant information to back up your ideas clearly. All of your body paragraphs tie back to the thesis to demonstrate original interpretation. There are 2 or more of correctly formatted quotes per body paragraph. The quotes are all relevant and come from multiple points in the novel. They are all integrated into the writing.	Your accurately explain how the characters are depicted. You demonstrate how characters are developed over the course of the story. You support your argument with relevant information from the text and you tie your evidence to your thesis. There are at least 2 quotes per body paragraph, and all or most are formatted correctly so that the quotes flow with the writer's ideas.	The evidence you present does not support your argument. A paper earning a "2" may be very off topic to the point that it is not clear what your essay is about. There are fewer than 2 quotes per body paragraph and/or there are errors in their formatting so that the quotes do not flow with the writers ideas.	Your paper is merely a summary of parts of the novel and/or your argument is completely unclear and/or your points don't tie into the argument at all. There are few or no quotes or there are major mistakes in their formatting.

Conventions	Your paper is formatted according to MLA specifications. You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.)	Your paper is mostly formatted according to MLA specifications, but there are minor errors. You have many minor errors or a few major errors that impair readability.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear.	Your paper does not resemble an MLA-formatted paper. Your paper is very difficult to read due to frequent errors with writing conventions.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Seventh Grade

Compare/Contrast Essay Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	All of the body paragraphs contain topic sentences, transition sentences, quotes and analysis and are clearly organized. Introduction is a proper length. You funnel into the topic and end the paragraph with a thesis statement. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Body paragraphs are formatted correctly, but there are minor errors/omissions. The introduction is good, but is missing one of the elements of an "advanced" intro. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Many of the body paragraphs are incorrectly formatted. There are numerous errors with the structure of the introduction. You have a conclusion but it still needs quite a bit of work.	There is virtually no paragraph structure to the essay. There is no introduction or the introduction format is completely incorrect. You have no conclusion or what you have barely resembles a conclusion.
Content & Ideas: Thesis Statement	You have an interesting, well thought out thesis statement about a character that is an argument. Your thesis statement is specific and detailed so that it is clear what your essay will argue.	Your thesis is clear and you map out how you will present the evidence to prove the thesis.	You have a thesis statement, but it is more summary than argument.	You have no thesis statement.
Content & Ideas: Support	You have chosen an argument to write about. You include relevant information to back up your ideas clearly. All of your body paragraphs tie back to the thesis to demonstrate original interpretation. There are 2 or more of correctly formatted quotes per body paragraph. The quotes are all relevant and come from multiple points in the novel. They are all integrated into the writing.	Your accurately explain how the characters are depicted. You demonstrate how characters are developed over the course of the story. You support your argument with relevant information from the text and you tie your evidence to your thesis. There are at least 2 quotes per body paragraph, and all or most are formatted correctly so that the quotes flow with the writer's ideas.	The evidence you present does not support your argument. A paper earning a "2" may be very off topic to the point that it is not clear what your essay is about. There are fewer than 2 quotes per body paragraph and/or there are errors in their formatting so that the quotes do not flow with the writers ideas.	Your paper is merely a summary of parts of the novel and/or your argument is completely unclear and/or your points don't tie into the argument at all. There are few or no quotes or there are major mistakes in their formatting.
Conventions	Your paper is formatted according to MLA specifications. You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.)	Your paper is mostly formatted according to MLA specifications, but there are minor errors. You have many minor errors or a few major errors that impair readability.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear.	Your paper does not resemble an MLA-formatted paper. Your paper is very difficult to read due to frequent errors with writing conventions.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Eighth Grade

Journalism Elective

Descriptor	Research	Writing	Style
Excellent	• Article contains balanced information from a broad range of authoritative sources • All necessary story elements have been covered • All facts have been confirmed by multiple sources	• The lead is engaging and well-suited to both subject and assignment • Sentences are clear and packed with information • Language is very economical and free of errors • Word count matches assigned length	• Attribution is complete and appropriate • Article follows news article formatting guidelines
Acceptable	• Article contains accurate information from a limited range of sources or from sources of limited authority • Most or many important story elements are covered	• The lead is appropriate for topic and task • Sentences are clear • Language is somewhat economical with few errors • Word count is close to assigned length	• Attribution is mostly complete and includes few mistakes • Style errors are easily correctible
Unacceptable*	• Article contains unbalanced or inaccurate information • Story is weak	• The lead misleads the reader, lacks focus, or resembles an essay introduction • Sentences are unclear or filled with grammatical mistakes • Word count is significantly shorter or longer than assigned	• Attribution is incorrect or missing • Article includes many errors in news article formatting guidelines

Eighth Grade
Journalism Hot Topics Elective

Descriptor	Research	Writing	Style
Excellent	• Editorial contains balanced information from a broad range of authoritative sources • All necessary story elements have been covered • All facts have been confirmed by multiple sources	• The lead is engaging and well-suited to both subject and assignment • Sentences are clear and packed with information • Language is engaging and free of errors • Word count matches assigned length	• Attribution is complete and appropriate • Article follows editorial formatting guidelines
Acceptable	• Editorial contains accurate information from a limited range of sources or from sources of limited authority • Most or many important story elements are covered	• The lead is appropriate for topic and task • Sentences are clear • Language is somewhat economical with few errors • Word count is close to assigned length	• Attribution is mostly complete and includes few mistakes • Style errors are easily correctible
Unacceptable*	• Editorial contains unbalanced or inaccurate information • Story is weak	• The lead misleads the reader, lacks focus, or resembles an essay introduction • Sentences are unclear or filled with grammatical mistakes • Word count is significantly shorter or longer than assigned	• Attribution is incorrect or missing • Editorial includes many errors in news article formatting guidelines

Eighth Grade

Characterization Essay Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	All of the body paragraphs contain topic sentences, transition sentences, quotes and analysis and are clearly organized. Introduction is a proper length. You funnel into the topic and end the paragraph with a thesis statement. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Body paragraphs are formatted correctly, but there are minor errors/omissions. The introduction is good, but is missing one of the elements of an "advanced" intro. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Many of the body paragraphs are incorrectly formatted. There are numerous errors with the structure of the introduction. You have a conclusion but it still needs quite a bit of work.	There is virtually no paragraph structure to the essay. There is no introduction or the introduction format is completely incorrect. You have no conclusion or what you have barely resembles a conclusion.
Content & Ideas: Thesis Statement	You have an interesting, well thought out thesis statement that is an argument. Your thesis statement is specific and detailed so that it is clear what your essay will argue.	Your thesis is clear and you map out how you will present the evidence to prove the thesis.	You have a thesis statement, but it is more summary than argument.	You have no thesis statement.
Content & Ideas: Support	You have chosen an argument to write about. You include relevant information to back up your ideas clearly. All of your body paragraphs tie back to the thesis to demonstrate original interpretation. There are 2 or more of correctly formatted quotes per body paragraph. The quotes are all relevant and come from multiple points in the novel. They are all integrated into the writing.	Your accurately explain how the characters are depicted. You demonstrate how characters are developed over the course of the story. You support your argument with relevant information from the text and you tie your evidence to your thesis. There are at least 2 quotes per body paragraph, and all or most are formatted correctly so that the quotes flow with the writer's ideas.	The evidence you present does not support your argument. A paper earning a "2" may be very off topic to the point that it is not clear what your essay is about. There are fewer than 2 quotes per body paragraph and/or there are errors in their formatting so that the quotes do not flow with the writers ideas.	Your paper is merely a summary of parts of the novel and/or your argument is completely unclear and/or your points don't tie into the argument at all. There are few or no quotes or there are major mistakes in their formatting.
Conventions	Your paper is formatted according to MLA specifications. You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.)	Your paper is mostly formatted according to MLA specifications, but there are minor errors. You have many minor errors or a few major errors that impair readability.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear.	Your paper does not resemble an MLA-formatted paper. Your paper is very difficult to read due to frequent errors with writing conventions.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Eighth Grade

Compare/Contrast Essay Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	All of the body paragraphs contain topic sentences, transition sentences, quotes and analysis and are clearly organized. Introduction is a proper length. You funnel into the topic and end the paragraph with a thesis statement. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Body paragraphs are formatted correctly, but there are minor errors/omissions. The introduction is good, but is missing one of the elements of an "advanced" intro. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Many of the body paragraphs are incorrectly formatted. There are numerous errors with the structure of the introduction. You have a conclusion but it still needs quite a bit of work.	There is virtually no paragraph structure to the essay. There is no introduction or the introduction format is completely incorrect. You have no conclusion or what you have barely resembles a conclusion.
Content & Ideas: Thesis Statement	You have an interesting, well thought out thesis statement about a character that is an argument. Your thesis statement is specific and detailed so that it is clear what your essay will argue.	Your thesis is clear and you map out how you will present the evidence to prove the thesis.	You have a thesis statement, but it is more summary than argument.	You have no thesis statement.
Content & Ideas: Support	You have chosen an argument to write about. You include relevant information to back up your ideas clearly. All of your body paragraphs tie back to the thesis to demonstrate original interpretation. There are 2 or more of correctly formatted quotes per body paragraph. The quotes are all relevant and come from multiple points in the novel. They are all integrated into the writing.	Your accurately explain how the characters are depicted. You demonstrate how characters are developed over the course of the story. You support your argument with relevant information from the text and you tie your evidence to your thesis. There are at least 2 quotes per body paragraph, and all or most are formatted correctly so that the quotes flow with the writer's ideas.	The evidence you present does not support your argument. A paper earning a "2" may be very off topic to the point that it is not clear what your essay is about. There are fewer than 2 quotes per body paragraph and/or there are errors in their formatting so that the quotes do not flow with the writers ideas.	Your paper is merely a summary of parts of the novel and/or your argument is completely unclear and/or your points don't tie into the argument at all. There are few or no quotes or there are major mistakes in their formatting.
Conventions	Your paper is formatted according to MLA specifications. You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.)	Your paper is mostly formatted according to MLA specifications, but there are minor errors. You have many minor errors or a few major errors that impair readability.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear.	Your paper does not resemble an MLA-formatted paper. Your paper is very difficult to read due to frequent errors with writing conventions.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Eighth Grade

Narratives Elective

Letter Home Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	You have at least four paragraphs to your letter: introduction, body paragraphs, and conclusion.	You have three paragraphs to your letter: introduction, body paragraph, and conclusion.	You have two paragraphs to your letter.	There is virtually no paragraph structure to the letter. There is no introduction or conclusion.
Content & Ideas: Focus of Letter	You have an interesting, well thought out focus and tone to your letter. You provide historical details to illustrate the time period and a historical perspective on events.	You have an interesting focus and tone to your letter, but it could be more developed. You provide historical details to illustrate the time period and a historical perspective on events, but you could have provided more details to better represent the emotion and relevance of the time period.	Your focus and tone need improvement. You provide very few historical details to illustrate the time period and a historical perspective on events.	You have no discernible focus or tone to your letter. Historical details are missing or erroneous.
Conventions	You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.)	You have many minor errors or a few major errors that impair readability.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear.	Your paper is very difficult to read due to frequent errors with writing conventions.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Eighth Grade

Narratives Elective Class

Oral Presentation Rubric

	Needs Work	Partially Proficient	Proficient	Advanced
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Eighth Grade

Narratives Elective

Letter Home Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	You have at least four paragraphs to your letter: introduction, body paragraphs, and conclusion.	You have three paragraphs to your letter: introduction, body paragraph, and conclusion.	You have two paragraphs to your letter.	There is virtually no paragraph structure to the letter. There is no introduction or conclusion.
Content & Ideas: Focus of Letter	You have an interesting, well thought out focus and tone to your letter. You provide historical details to illustrate the time period and a historical perspective on events.	You have an interesting focus and tone to your letter, but it could be more developed. You provide historical details to illustrate the time period and a historical perspective on events, but you could have provided more details to better represent the emotion and relevance of the time period.	Your focus and tone need improvement. You provide very few historical details to illustrate the time period and a historical perspective on events.	You have no discernible focus or tone to your letter. Historical details are missing or erroneous.
Conventions	You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.)	You have many minor errors or a few major errors that impair readability.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear.	Your paper is very difficult to read due to frequent errors with writing conventions.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Eighth Grade

Narratives Elective Class

Oral Presentation Rubric

	Needs Work	Partially Proficient	Proficient	Advanced
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

Checklist for Eighth Grade PHD Research Paper

The following requirements must be met for the format requirements for a MLA-style paper

General Format Specifications for all Pages of the Paper

_____ Double-spaced

_____ One-inch margins

_____ Last name & page number in upper right hand corner of all pages

Page One of the Paper

_____ Author's name is in the header on the left hand side of the first page.

_____ Instructor's name appears as the second line of the header on the left margin of the first page.

_____ The date appears as the fourth line of the header on the left margin of the paper.

_____ The title of the paper appears centered above the text.

MLA Citations

_____ Every source cited in the text must be documented in a Works Cited page at the end of the paper.

_____ Author's name (or a key word from the title) is located in a parenthetical citation or in an introduction to the borrowed material.

_____ Page number(s) (if applicable) are always placed in the parenthetical citation.

_____ Parenthetical citations at the end of the sentence are followed by the appropriate punctuation mark (comma or period) [Unless you indent the entire quotation].

Punctuation

_____ Quotations of four or fewer lines are placed within double quotation marks

_____ Quotations of more than four lines are indented ten spaces [1 inch] from the left margin. The text is double spaced. Use a comma or a colon after the last word in the text to mark the beginning of the quotation. The parenthetical citation for longer quotations follows the punctuation at the end of the last sentence of the quoted material.

_____ Periods and commas are ALWAYS placed inside quotation marks.

_____ Question marks and exclamation marks not originally in the quotation go outside the quotation marks.

_____ If a parenthetical reference ends a line, place the period after the reference.

_____ Use single quotation marks to set off a quotation within a quotation.

_____ An ellipsis is used when omitting words, phrases or sentences from quoted material. Be sure that the omission of content does not substantially change the meaning.

General Format Specifications

_____Spell numbers of one or two words [three, five million].

_____Use numerals for numbers of more than two words [3.56 2,456 1,489 602].

Works Cited Page

_____ "Works Cited" [without the quotation marks] is centered at the top of the page.

_____ The Works Cited page is a separate page at the end of the paper.

_____ The Works Cited page double-spaced.

_____ The first line of the first entry is typed flush with the left-hand margin.

_____ The second and all following lines of the entry are indented one-half inch.

_____ The Works Cited page contains entries that are listed in alphabetical order by the first word in each entry.

Specifications for Content

_____ Thesis is clearly stated in the introduction to the paper.

_____ Topic sentences are evident in each paragraph of the paper.

_____ Your thinking is evident and separated from the borrowed material with appropriate citations and quotations [You form arguments and ideas into paragraphs of your own creation. You DO NOT simply cut and paste evidence].

_____ Thesis is clearly restated in the conclusion of the paper.

_____ Minimum number of sources (3) are included on the "Works Cited" page.

_____ ALL borrowed material is cited.

PHD Research Paper Rubric

CATEGORY	Advanced	Proficient	Partially Proficient	Needs Work
Organization: Paragraph Structure	All of the body paragraphs contain topic sentences, transition sentences, quotes and analysis and are clearly organized. Introduction is a proper length. You funnel into the topic and end the paragraph with a thesis statement. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Body paragraphs are formatted correctly, but there are minor errors/omissions. The introduction is good, but is missing one of the elements of an "advanced" intro. In your conclusion your thesis statement is reworded and you briefly funnel back out.	Many of the body paragraphs are incorrectly formatted. There are numerous errors with the structure of the introduction. You have a conclusion but it still needs quite a bit of work.	There is virtually no paragraph structure to the essay. There is no introduction or the introduction format is completely incorrect. You have no conclusion or what you have barely resembles a conclusion.
Content & Ideas: Thesis Statement	You have an interesting, well thought out thesis statement that is an argument. Your thesis statement is specific and detailed so that it is clear what your essay will argue.	Your thesis is clear and you map out how you will present the evidence to support the thesis.	You have a thesis statement, but it is more summary than argument.	You have no thesis statement.
Content & Ideas: Support	You include relevant information to back up your ideas clearly. All of your body paragraphs tie back to the thesis to demonstrate original interpretation. There are 2 or more of correctly formatted quotes per body paragraph. The quotes are all relevant and come from multiple points in the novel. They are all integrated into the writing.	You support your thesis with relevant information from the text and you tie your evidence to your thesis. There are at least 2 quotes per body paragraph, and all or most are formatted correctly so that the quotes flow with the writer's ideas.	The evidence you present does not support your thesis. A paper earning a "2" may be very off topic to the point that it is not clear what your essay is about. There are fewer than 2 quotes per body paragraph and/or there are errors in their formatting so that the quotes do not flow with the writers ideas.	Your paper is merely a summary of research and/or your thesis is completely unclear and/or your points don't tie into the argument at all. There are few or no quotes or there are major mistakes in their formatting.
Conventions	Your paper is formatted according to MLA specifications. You have only a few minor errors, if any, with writing conventions (spelling, punctuation, grammar, etc.) Your Works Cited page is correctly formatted with a minimum of three sources, at least one in print format.	Your paper is mostly formatted according to MLA specifications, but there are minor errors. You have many minor errors or a few major errors that impair readability. Your Works Cited page is mostly correctly formatted with a minimum of three sources, at least one in print format.	Your paper has many formatting errors. You have many errors that impair readability and meaning becomes unclear Your Works Cited page has some formatting errors and has fewer than three sources, at least one in print format.	Your paper does not resemble an MLA-formatted paper. Your paper is very difficult to read due to frequent errors with writing conventions. Your Works Cited page is incorrectly formatted and does not meet the minimum requirement.
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Well-chosen words convey the intended message in an interesting, precise, and natural way. Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Expression is limited: vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message Expression is lacking: vocabulary is limited and restricting or too technical.

Organizing and Collecting Kindergarten Common Core Math Standard	Item #	Strategies to Look For
• CCSS.Math.Content.K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. •	1a	Student says each number name as he/she points to each successive chocolate.
• CCSS.Math.Content.K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). • • CCSS.Math.Content.K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. • • CCSS.Math.Content.K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	1a	Student counts 15 chocolates and writes and/or says "15." Some students may be able to count by 5s.
• CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1b 1c	Student can count on from 15 by ones to get 25 (they may use their fingers) or student can counts on from 10 to get 35. Some students may be able to add 10 without counting on. Some students may start counting from 1 again. This question pushes the student to count on. The student may tap the box 10 times to "count" the chocolates inside and then continue with the ones they can see. Some students may be able to add ten to a number.
•	2a	
• CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2b	Student may count to 10 and then count how many are left. Student may know that the 2 rows of 5 are 10 and that there is 1 row of 5 left.

More Detailed Rubric

	0	1	2	3	4

Organizing and Collecting Assessment Kindergarten

Student Name:_____Date:_____

Teacher's Name_____

1a. How many chocolates are there in the picture? _____

b. If I give you 3 more chocolates how many are there all together?

_____

c. There are 10 chocolates inside the box. Now how many chocolates are there all together?

2. I want to give my friend 10 of the chocolates in the picture. Can you tell me how many are left? Can you count out 10 chocolates and tell me how many are left over?

Common Core Math Standard – First Grade	Item #	Strategies to Look For
○ CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a "ten."	1a 1b	Student may see the chocolates in 1a as 3 rows of 5 plus 2 rows of 5. Student may see the chocolates as 2 rows of 10 and 1 row of 5. Student may try to count by 1s Student sees the 25 as 2 10s and 5 1s.
CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1c	Student sees the 25 loose chocolates and adds the 10 inside the box to get 35 (either mentally or by counting on). The student then boxes the 10s into 3 boxes and has five loose chocolates. The student may first box the loose chocolates into 2 boxes with 5 loose chocolates and then add the boxes together giving 3 boxes and 5 loose chocolates (see NBT.c.4 below).
• CCSS.Math.Content.1.NBT.C.4 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	1d	A Student may think about the problem as adding boxes and loose chocs ie,. first adding boxes

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.** • ○ CCSS.Math.Content.1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		(giving 5 boxes), then adding the loose chocolates (5 + 5=10) and converting the answer to 1 box and 0 loose chocolate. Then convert this to chocolates by adding 10 6 times to get 60. Another student may convert the boxes and loose to total chocolates first giving 35 +25 and then use known the process of adding the tens and then the ones to get 60.

ORGANIZING AND COLLECTING – First Grade

Student Name:_____Date:_____

Teacher's Name_____

1a. How many chocolates are there in the picture? _____

b. How many 10s are there and how many 1s in this number of chocolates?

c. There are 10 chocolates inside the box. I want to box all of the loose chocolates into as many boxes of 10 as I can. How many boxes of 10 will there be and how many left over?

d.

How many chocolates are there all together?

Common Core Math Standard	Item #	Strategies to Look For
CCSS.Math.Content.2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram .	1, 2b	See if the numbers are placed in correct order, labeled and spacing between numbers is appropriate.
CCSS.Math.Content.2.NBT.A.2 Skip-count by 5s, 10s, and 100s.	Item #1, 2b	Look for evidence that numbers were placed on the number line by starting at one number and adding to it. Student will often start from 0 and make jumps of 5s or 10s to get near to a friendly number (i.e. a multiple of 5 or 10) then make jumps of other numbers.
CCSS2.Math.Content.2.OA2 Add and Subtract within 20	Item 1 Item 2a	In item 1 look for evidence that students are placing numbers on the number line by starting at one number and adding to it to get to the desired number. Students will often use jumps of 10s from a given number to get near to the desired number. You may see evidence that students can add and subtract. For instance to get to 55 a student might start at 30 and make a jump of 20 to get to 50. Then the student may add 5 jumps of 1 or o jump of 5. In item 2a see if students can construct the given statement. In item 2b look for evidence that students are combining 5 of the 2s to get 10 or 2 5s. Evidence of this would be clear from the students work

		on the number line.
CCSS.Math.Content.2.MD.B.6 Represent whole-number sums and differences within 100 on a number line diagram.	2b	Look for conservation of distance. For does the student place 5 2s and 10 at the same place on the number line.

More Detailed Rubric

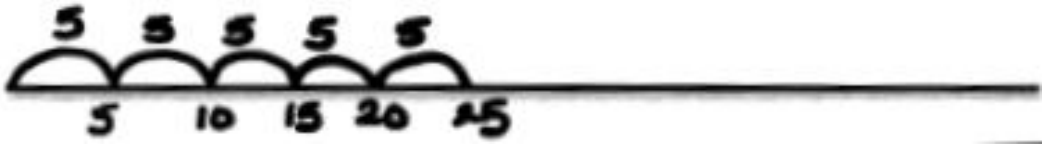
	0	1	2	3	4
Item #1	No numbers were placed on the number line.	Numbers were placed on the number line in the correct order but appropriate distances between numbers were not preserved and there was no evidence of addition taking place.	Numbers were all placed on the number line correctly, distance between numbers was preserved but the student started each number from 0.	Numbers were all placed on the number line, distance between numbers was preserved and there was some evidence that strategies for addition and/or subtraction were used.	Numbers were all placed on the number line, distance between numbers was preserved and there is clear evidence that strategies for addition and/or subtraction were used.
Item #2a	No attempt to create additions strings was made.	Represents 19 in one way	Represents 19 in 2 ways but by just rearranging the numbers	Represents 19 in 2 ways using different numbers but there is no evidence of combining numbers	Represents 19 in 2 ways using different numbers and there is evidence that 5 2s are replaced with a 10 and/or 5 2s are replaced with 2 5s, etc.
Item #2b	No addition equations were placed on the number line.	Equations were represented on the number line but inappropriate jumps were used and distances weren't preserved.	Equations were represented on the number line and either inappropriate jumps were used or distances weren't preserved.		Both equations were correctly represented on the number line and distance between numbers was preserved.

GRADE 2 Measuring Strips for the Art Show and Farms
UCSB Center for Mathematical Inquiry

Name:_____Date:_____

Teacher's Name_____

1. One way to place 25 on the number line is to make 5 jumps of 5. This is shown on the number line below.



Place the following numbers on the open number line. Show the jumps you make to place each number.

a. 19
b. 30
c. 55
d. 67
e. 93
f. 103
g. 115

---

2. 2 + 2 +2 +2 +2 +2 +2 +5 = 19 is an addition sentence that adds to 19 using only the numbers 2 and 5.

a. Write a different addition number sentences that add to 19 using only the numbers 2, 5 and 10.

b. Show both addition sentences on the number line below.

Grade 3 Mathematics: Muffles' Truffles Rubric

Common Core Math Standard	Item #	Strategies to Look For
• CCSS.Math.Content.3.OA.A.3 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.[1]	3ab	Students may see the jam tarts as 2x3 x2 or as 6x2. Students may see the number of jam tarts that can be held in the full tins as 4x3x2 or as 6x4.
• CCSS.Math.Content.3.OA.A.4 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 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?* •	1 4	Using result of equation 1 to get equation 2, ie. 18 is half of 36 so the ? is half of 6. Some students may write 6 x ? = 42 and then solve by counting up by 6s. Other students may draw a picture to illustrate the situation, for eg. Drawing (buildig) rows of 6 until they get to 42.
• CCSS.Math.Content.3.NBT.A.2 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. • • CCSS.Math.Content.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. •	2c 2a, 2b	Student may use the standard algorithm or use strategies such as adding the hundreds first or using friendly numbers and compensating (on the number line). Students use the number of raspberry truffles to calculate how much the boxes of raspberry truffles cost OR students use partial products such as 12x10 + 9. Student use <u>two times</u> the number of pumpkin truffles to calculate the total cost of pumpkin truffles cost OR students use partial products such as (20 x 10) + (3 x 2).

•	2a	Students show that they understand that the number of 10s in the total number of truffles will give them the number of boxes needed. Students write: Number of boxes X 10 = 129.
•		Students show understanding that the digit in the 1's place is the number of truffles left over.

More Detailed Rubric

	0	1	2	3	4
Item #1	No attempt was made	Students attempted to solve the multiplication equations but either got 3 or more of them incorrect or showed no evidence of using place value understanding.	Students successfully calculated 3 equations and there was some evidence that they used place value understanding and properties of operations to get the answers but they made a calculation error.	Students successfully calculated all 4 equations with evidence that they used place value understanding and properties of operations to get the answers but they made a calculation error.	Students successfully calculated all 4 equations and there is clear evidence that they used place value understanding and properties of operations to get the answers.
Item #2a	No attempt was made	Students were able to determine the number of boxes for one of the types of truffles.		Students were able to determine the number of boxes for one of the types of truffles and the number left over and showed evidence that they used the number of 10's in either	Students were able to determine the number of boxes for each and the number left over and showed evidence that they used the number of 10's in 128 and 103 to get their

				the 128 or 103 to get their result.	result.
Item #2b	No attempt was made	Student was able to determine the total price for one of the types of truffles.		Student was able to calculate total price for one of the types of truffles and showed evidence that they used the number of truffles or multiplied their total number of boxes by 10 (or 20) to get the result.	Student was able to calculate total price for both types of truffles and showed evidence that they used the number of truffles (number truffles x 2) to get the result.
Item #3a	No attempt was made				Student correctly determined that the number of jam tarts was 12 and wrote appropriate multiplication sentences to illustrate.
Item #3b	No attempt was made				Student correctly determined that the number of jam tarts that the tins could hold was 24 and wrote appropriate multiplication sentences to illustrate.
Item #4	No attempt	Student wrote	Student wrote correct answer	Student wrote correct	Student showed

	was made	incorrect answer with little evidence of how they obtained it.	but showed little evidence of how they obtained it.	answer and showed some evidence that they understood that the number of rows was obtained by solving for ? in 6 x ? = 42 OR student wrote incorrect answer but showed clear evidence that they understood the concept.	evidence that they understood that the number of rows was obtained by solving for ? in 6 x ? = 42.

Muffles' Truffles Assessment
UCSB Center for Mathematical Inquiry

Student Name:_____Date:_____

Teacher's Name_____

Please show all of your work on this paper.

1. 4 x 10 =
   40 x 10 =
   80 x 5 =
   44 x 10 =

2a. Muffles made 129 raspberry truffles and 103 pumpkin truffles. Each box holds 10 truffles. How many boxes would Muffles need for each flavor and how many would be left over? Show how you know.

2b. If each of the boxes of raspberry truffles costs $10 and each box of pumpkin truffles costs $20, how much money does muffles make for each kind above? What is the total cost of all the raspberry and pumpkin truffles?

3a. Write a multiplication equation that shows the number of jam tarts in the tins below.

3b. Write a multiplication equation that shows how many jam tarts there would be in the tins if all of the cups were full.

4. If the box of truffles below contains 36 chocolates, how many rows must it have? How do you know?


Truffles

Grade 3: T-Shirt Factory Rubric
UCSB Center for Mathematical Inquiry

Common Core Math Standard	Item #	Strategies to Look For
CCSS.Math.Content.3.NBT.A.2 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.	2a, b	Some students may add the two numbers together first (using standard algorithm or strategies such as splitting (i.e. 400 + 700 = 1100; 26 + 2 = 28;…)) then see how many boxes, rolls and singles there are. Some students may see how many boxes, rolls and singles there are for each and then add the number of boxes the number of rolls and the number of singles together.
CCSS.Math.Content.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	2c	Students round the **1128** to 1130
CCSS.Math.Content.3.OA.A.3 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. •	1 3	Item 1 is included to see if students can multiply and/or divide by multiples of 10 without having to interpret a word problem. Students use multiplication or division to recognize that the total number of T-shirts is 32 because 32 x $10 gives $320. Students show that 10 T-shirts are in 1 roll, hence 3 rolls are needed for the 32 T –shirts. Students then subtract the 30 from the 32 and have 2 loose T-shirts left.

Grade 3: T-Shirt Factory Rubric
UCSB Center for Mathematical Inquiry

More Detailed Rubric

	0	1	2	3	4
Item #1	No attempt was made	Student attempts 1 of the 2 calculations but gets it incorrect.	Student gets one of the calculations correct and shows some evidence how they solved it.	Student gets both calculations correct and shows some evidence of the strategies that they used to solve.	Student gets both calculations correct and shows evidence of that they saw the problem as a string (i.e. used one to solve the other) and/or shows strategies used to solve.
Item #2a	No attempt was made				
Item #2b	No attempt was made				
Item #2c	No attempt was made				
Item 3	No attempt was made				

Grade 3 Mathematics: T Shirt Factory
UCSB Center for Mathematical Inquiry

Student Name:_____ Date:_____

Teacher's Name_____

Please show all your work.

1. 100 x 100 = 10,000
   100 x _____ = 1,000
   99 x 10 = _____

2a. Remember that in the T-Shirt factory each shirt cost $10, shirts are bundled in rolls of 10 and there are 10 rolls per storage box. You have 402 T-shirts your work partner 726 T-shirts. How many storage boxes, rolls and singles do you need for all of these shirts?

2b. How many shirts are there all together?

2c. How many T-shirts would you have if you rounded to the nearest 10?

3. If the total value of the all the T-shirts in your warehouse is $320.00 many storage boxes, rolls and loose T-shirts would you have?

Grade 3 Mathematics: Grocery Store, Stamps, & Measuring Strips
UCSB Center for Mathematical Inquiry

Common Core Math Standard	Item #	Strategies to Look For
3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	#3 *#2*	Student recognize that they can calculate the number of birds in the first array by multiplying 4x4 and the number of birds in the second array by multiplying 8 x 2. This item tests if students can think of the stamp multiplicatively as one array 6x2x2,
CCSS.Math.Content.3.OA.B.5 Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15 then 15 × 2 = 30*	*#1* *#3*	Students may calculate the stamps by calculating one half as 2x3x2 and then doubling that to give 24. Students may calculate the total number of squares in the array first (by multiplication—2x6, or by repeated addition 4 + 4+ 4, or 6+6) and then multiply by the $2 value of the stamp. Students recognize that the second array is a re-arrangement of the first, that is, the number of columns has been cut in half and the number of rows doubled.

More Detailed Rubric

	0	1	2	3	4
Item 1 and 2 Multiplicative thinking	No attempt made	Student attempts the problem by for example. counting the number of squares in the array and multiplying by 2 but doesn't get an answer.	Student gets the correct value of the stamps but uses no multiplicative thinking. For instance the student may have added 2 12 times.	There is some evidence that the student used some multiplicative thinking. For instance the student may have counted by	There is clear evidence that the student uses multiplicative thinking to calculate the stamps . OR the student uses one of the strategies

				2s and then multiplied the result by 2 to get the value of the stamps.	listed to the left for item 1 and then is able to write as a multiplication sentence in item 2
Item 3	No attempt made	The student draws the correct conclusion but there is no evidence given to support how they know.	There is some evidence that the student has used additive thinking to get the number of birds in each array but the correct conclusion is not reached.	There is clear evidence that the student has used valid additive strategies to get the number of birds in each array and the correct conclusion is reached.	Students use multiplication (i.e. 4x4 = 16 and 8x2 = 16) to tell that the arrays have the same number of birds. OR student use doubling and halving visually (i.e. 4 rows and 4 columns is the same as 2 rows and 8 columns).

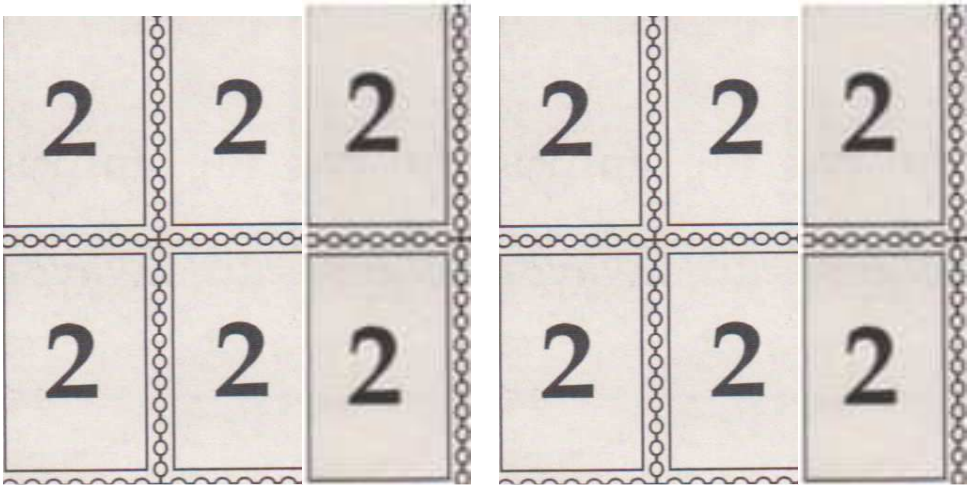
GRADE 3 Mathematics: Stamps
UCSB Center for Mathematical Inquiry

Name:_____Date:_____

Teacher's Name_____

Please show all of your work.

1. Each square below holds a $2 stamp. How many stamps are there? Show how you know.

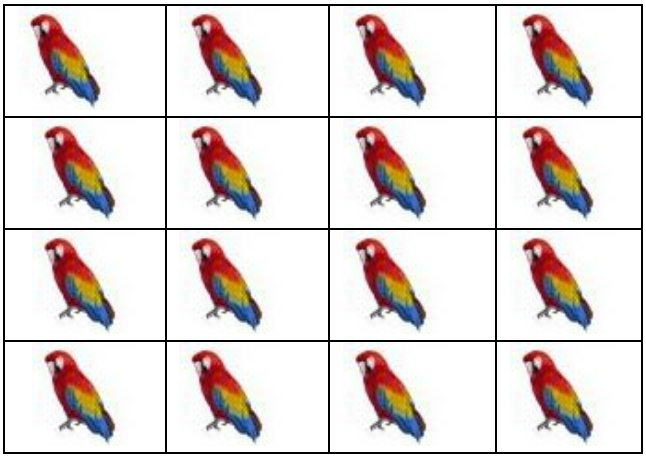


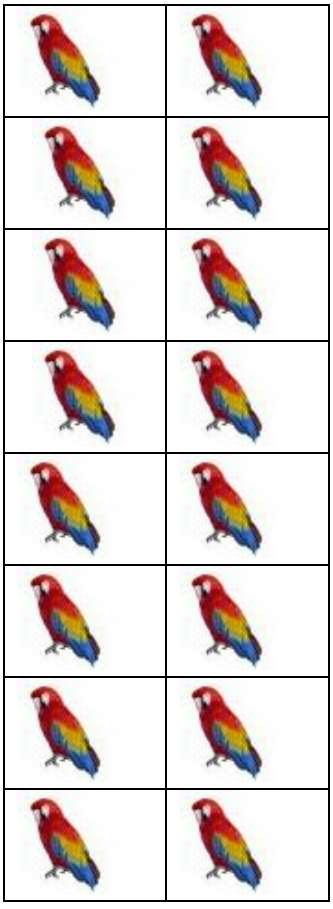
What is the total cost of the stamps? Show how you know.

2. Fill in the blanks to complete the number sentences representing the total cost of the stamps above

_____x_____x _____=_____

3. Without counting each bird can you tell if the two arrays below have the same number of birds? Show how you know.





Grade 4 Rubric: Field Trips and Fundraisers Rubric

Common Core Math Standard	Item #	Strategies to Look For
CCSS.Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	2	Students understand that ¾ + ¼ = 1 AND that getting to 1 means the race is finished.
CCSS.Math.Content.4.NF.A.2 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.	1 3 4	Students may look at all the fractions less than ½ and all the fractions greater than ½ first. Student may convert the ½ and ¼ to fractions with 8 as denominator. Student can find a common denominator for 7/10 and ¼ Students find a common denominator of 40 for 5/8 and 11/20 and convert 5/8 to 25/40 and 11/20 to 22/40 to conclude that Anthony went further than Liz.
CCSS.Math.Content.4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	1,2,3	

Student Name:					
	0	**1**	**2**	**3**	**4**
Label the number line	There are 0 points accurately labeled.	There are 1-2 points accurately labeled on the number line.	There are 3-4 points accurately labeled on the number line.	There are 5 points accurately labeled on the number line.	All six points are accurately labeled on the number line from least to greatest.
Identify the greatest fraction	The student closest to the whole is not identified.	The student closest to the whole is not identified, but there is some evidence of comparing.	The student closest to the whole is identified but there is moderate evidence of comparing.	The student closest to the whole was correctly identified and there is evidence of comparing.	The student closest to the whole was correctly identified; reasoning is accurate and clear and supports evidence of comparing.
Calculate the difference between the fraction of a whole and the whole. ¾ of 80	The fraction of the whole is not identified and the difference has not been calculated.	The fraction of the whole is identified, but incorrect, and the difference is incorrect.	The fraction of the whole is identified and correct, but the difference is not calculated correctly.	The fraction of the whole is identified and correct. The difference is stated but not justified.	The fraction of the whole is identified and correct. The difference is stated and clearly justified.
Find the fraction of the whole and find the difference between those two amounts.	There is no evidence of finding a fraction of the whole.	There is little evidence the student was working towards finding the fraction of the whole race.	There is moderate evidence that the student was able to find the fraction of the whole race for one of the two students and the students were compared.	The student found the fraction of the whole race for each student, and the distance between the students is identified, but not correct.	The student found the fraction of the whole race for each of the students, and the distance between the students is identified and clearly justified.
Justify the larger fraction	There is no evidence of comparing fractions.	There is little evidence a strategy was chosen and the student began comparing fractions.	The student chose a strategy to compare the two fractions, however, the final conclusion is incorrect and/or the reasoning is incorrect.	The student chose a strategy to compare the two fractions and the conclusion is correct but not justified.	The student selected a strategy to compare the two students; the conclusion is correct and clearly justified.

Name:_____Date:_____

Field Trips and Fundraisers

Teacher's Name_____

During field day last year, Mr. Andrade held a potato sack race with students in Grade 5. The students had to race 80 feet without falling. Many groups did not finish the race because they were falling over or they ripped their potato sack.

The fractions below show how much of the 80 foot race each student completed before they fell or ripped the potato sack.

Anthony 5/8 Kristian $\frac{3}{4}$ Yasaila $\frac{1}{2}$ Cameron $\frac{1}{4}$ Ethan 7/10 Liz 11/20

Place the students on a number line to show where they are between the start and finish line.

---

1. Who traveled the furthest? How do you know?

_____
_____
_____
_____
_____
_____
_____

2. How many more feet does Kristian need to travel to finish the race? Justify your answer.

_____
_____
_____
_____
_____
_____
_____

3. How much further ahead was Ethan than Cameron? Justify your answer.

4. Anthony and Liz were fighting about who reached the furthest distance. Liz thinks she went further than Anthony. Do you agree or disagree? Justify your thinking.

Name:_____Date:_____

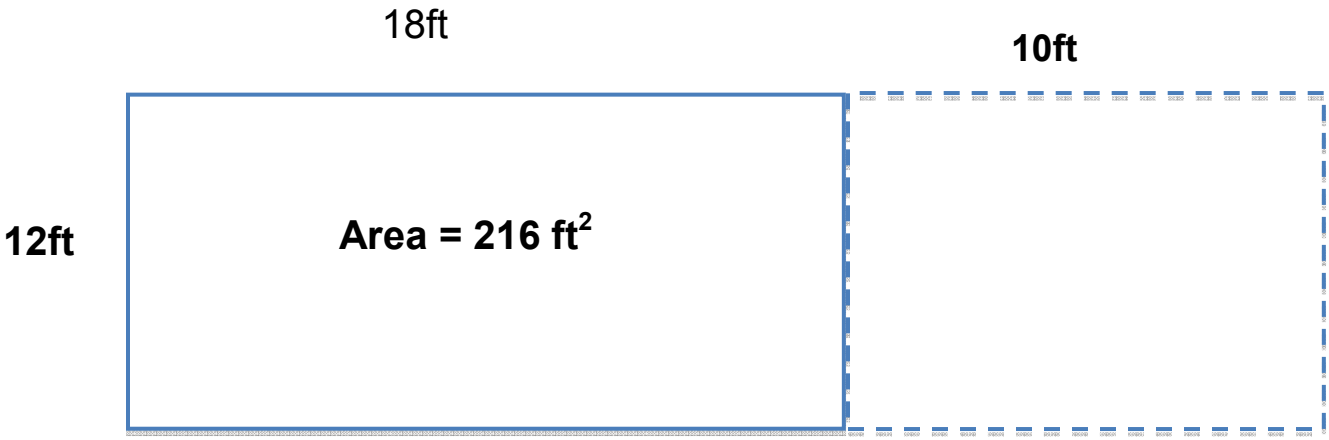
Teacher's
Name_____

The Box Factory

1. The picture below is s view from above of an open box of chocolates. How many chocolates are there in the box if there are three layers of chocolates? Show how you know.

2. How many chocolates are there in a box that has 3 rows, 2 columns and 5 layers of chocolates? Show how you know.

3. Fiona has a garden with width = 12ft and length = 18ft.



She found that the area of her garden is 216 ft2.
She wants to make her garden bigger so adds10ft to the length of her garden. What is the new area of the entire garden?

Grade 5 Farms Rubric

Student Name: Date: Teacher's Name:					
	0	1	2	3	4
Identifies the longest jump.	Longest jump is not identified and there is no evidence that any comparisons between strings were made.	Longest jump is not identified but there is some evidence that the student compared the strings.	Longest jump is identified and there is some evidence that the student compared the strings.	Longest jump is identified and there is only moderate evidence that the student compared the strings or student doesn't explain in the "how?" question.	Longest jump is identified and evidence is clear that student compared only those numbers after the 10s and explained their reasoning.
Represents 38 in 2 ways using given numbers.	No representations were attempted	Represent 38 in one way	Represents 38 in 2 ways but by just rearranging the numbers	Represents 38 in 2 ways using different numbers but there is no evidence of combining numbers	Represents 38 in 2 ways using different numbers and there is evidence that 3 8s are replaced with 4 6s and/or 2 3s and used to replace 6s, etc.
Finds all possible garden plots of 100 square meters.	None of the possibilities were shown	One or 2 lengths and widths were given but there is no	All lengths and widths were given but there was no evidence of	All lengths and widths were given and there was some evidence of	All lengths and widths were given and there was clear evidence of

		evidence of an organizing strategy using the area model.	an organizing strategy using the area model.	an organizing strategy using the area model.	an organizing strategy using the area model.
	No attempt at the problem.	Student showed evidence of knowledge that area is the product of the length and width but not much attempt was made to apply that to the problem.	There was evidence that student calculated the area with the new dimensions using the standard algorithm	Correct answer was not given but there was some evidences that the additive properties of area were used to calculate the new dimensions.	Correct answer was given and there was clear evidences was given that the additive properties of area were used to calculate the new dimensions.

Grade 5 Farms Assessment

Name:_____Date:_____

Teacher's Name_____

1. Sarah wanted to see how far a large grasshopper she found could jump. She taped a line in her garden and set the grasshopper down at one end of the line.

She repeated this 2 times and each time measured the jumps that the grasshopper made along the line. The statements below show the lengths of the jumps the grasshopper made. Can you tell which time the grasshopper's total jumps went the furthest without adding all of the numbers? How?

a. 8 + 8 + 8 +8 + 8 =
b. 6 + 6 + 6 + 6 + 8 + 8=
c. 3 + 3 + 3 + 3 + 8 + 4 + 8 + 8=

2. 8 + 8 +8 + 4 + 4 is an addition sentence that adds to 38. This might represent another grasshopper's jumps.
   Write two different addition number sentences (jumping patterns) that add to 38 using only the numbers 8 ,6 and 4.

3. A rectangular garden plot has an area of 100 meters squared. What are <u>all</u> of the possible dimensions for its width and length? Use an area model to show your work.

4. Sue has a large swimming pool in her garden that is 100 ft long by 17ft wide. See diagram below. She wants to shorten the length by 5 feet. What will be the new area of the pool?

Area = length x width = 1,700 feet squared

CCSS.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Common Core Math Standard	Item #	Strategies to Look For
○ CCSS.Math.Content.6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	1a	Students make tables comparing price of pizza given number of children such as for the extra large pizza: 5 children $12 10 children $24 20 children $48 For large pizza: 4 children $11.50 8 children $23.00 16 children $46.00 20 children $57.50 Or, students use a double number line to express the above relationships.
CCSS.Math.Content.6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed.	1b. 1c, d	Student is able to interpret how many pizzas of each type need to be bough by recognizing that 4 of the extra large pizzas need to be purchased to feed 20 children

		and 5 of the large pizzas need to be purchased to feed the 20 children. Student expresses correct rates and solves accordingly, such as for extra large pizzas: 5 children 12 slices so every child gets 2 and 2/5 slices For large pizzas: 4 children 12 slices so every child gets 3 slices. Student is able to express rates in terms of cost per slice such as for Large pizzas: 12 slices = $12, so 1 slice = $1
○ CCSS.Math.Content.6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	1	Look for correct terminology used with units such as number of slices, number of pizzas and dollars.

More Detailed Rubric

	0	1	2	3	4
Item #1a	No attempt was made			Students attempt to make a ratio table or double number line but do not get the correct answer.	Students make tables comparing price of pizza given, or use double number line to compare price.
Item #1b	No attempt was made			Student attempts to interpret how many of each pizza needs to be purchased but makes an error or is not able to calculate the total cost.	Student is able to interpret how many pizzas of each type need to be bought by recognizing that 4 of the extra large pizzas need to be purchased to feed 20 children and 5 of the large pizzas need to be purchased to feed the 20 children, and is able to calculate the total cost.
Item #1c	No attempt was made			Student expresses correct rates but is not able to calculate correct answer.	Student expresses correct rates and solves accordingly, such as for extra large pizzas: 5 children 12 slices so every child gets 2 and 2/5 slices For large pizzas:

					4 children 12 slices so every child gets 3 slices.
Item # 1d	No attempt was made			Student is able to express rates but not able to solve for unit rate.	Student is able to express rates in terms of cost per slice such as for Large pizzas: 12 slices = $12, so 1 slice = $1

GRADE 6 Best Buys, Ratios and Rates

Name:_____Date:_____

Teacher's Name_____

1. 8 chocolate bars are $12. How much are 16 chocolate bars? How much are 20 chocolate bars?

2. a. Alli and John are throwing a lunch party for 20 people and want to order enough pizza so that no-one goes hungry. At Gino's Pizza Parlor an extra large pizza costs $12 and will feed 5 people and a large pizza costs $11.50 and can feed 4 people. What size pizza would be the best deal in terms of total price to feed the 20 people they are inviting over? Show your work.

   b. How many pizzas would they need to buy and what is the total cost? 70

   c. Both the large and the extra large pizzas above have 12 slices per pizza. The only difference is that the extra large pizza slices are bigger than those slices in the large pizza. How many slices would each child get if the large pizzas were bought? How many would each child get if the extra large pizzas were bought? Show your work.

   d. What is the price per slice for a large pizza? For an extra large pizza?

SANTA BARBARA CHARTER SCHOOL
KINDERGARTEN
MATH ASSESSMENT
2013-2014

1=BELOW GRADE LEVEL
2=APPROACHING GRADE LEVEL
3=AT GRADE LEVEL
4=ABOVE GRADE LEVEL

SKILLS	1	2	3	4	COMMENTS
COUNTING AND CARDINALITY					
Rote counting to 100					
Skip counting by 10's to 100					
Counting on					
Identify numerals from 0 to 9					
Identify numbers from 10 to 20					
Write numerals from 0 to 9					
Write numbers from 10 to 20					
Represent a number of objects with a written numeral 0-20					
One-to-one correspondence					
Number conservation					
Counting objects up to 20 arranged in a line, array or circle					
Counting objects up to 10 arranged randomly					
Counting out a number of objects up to 20					
Understands greater than, less than, or equal including groups with up to 10 objects					
OPERATIONS AND ALGEBRAIC THINKING					
Adding within 10					
Fluently add within 5					
Subtracting within 10					
Fluently subtract within 5					
Decompose numbers less than or equal to 10 into pairs (equivalency)					
Find any number from 1 to 9 when added to the given number equals 10					
NUMBER AND OPERATIONS IN BASE 10					
Compose numbers from 11 to 19 into ten ones and some further ones					
Decompose numbers from 11 to 19 into ten ones and some further ones					
MEASUREMENT AND DATA					
Describe measurable attributes of objects					
Compare two objects with a measurable attribute in common and describe the difference					
Sort objects by color					
Sort objects by shape					

Sort objects by size					
GEOMETRY					
Can identify two-dimensional basic shapes (circle, oval, triangle, square, rectangle, **diamond, **five pointed star, **six pointed star)					
Can draw two-dimensional basic shapes (circle, oval, triangle, square, rectangle, **diamond, **five pointed star, **six pointed star)					
Can identify three-dimensional basic shapes (sphere, cone, cube, cylinder)					
Can model three-dimensional basic shapes (sphere, cone, cube, cylinder)					
Understands positional words (above, below, beside, in front of, behind, next to)					
Understands the difference between two- and three-dimensional shapes					
Analyze and compare two- and 3-dimensional shapes to describe their similarities and differences, parts (number of sides and vertices/corners), and other attributes					
Compose simple shapes to form larger shapes					

** Additional skills not included in the CCSS

ADDITIONAL ASSESSMENT

SKILLS	**1**	**2**	**3**	**4**	**COMMENTS**
PATTERNING					
Identify 2 variable pattern (abab)					
Extend 2 variable pattern (abab)					
Create 2 variable pattern (abab)					
Identify more complex 2 variable pattern					
Extend more complex 2 variable pattern					
Create more complex 2 variable pattern					
Identify 3 variable pattern (abcabc)					

Extend 3 variable pattern (abcabc)					
Create 3 variable pattern (abcabc)					
Identify more complex 3 variable pattern					
Extend more complex 3 variable pattern					
Create more complex 3 variable pattern					
NUMBER SENSE					
Can count sets of objects (up to 6) inside head					
Can name ordinal numbers (first, second, third, etc.)					
Can recognize numbers from 21 to 100					
Write numbers from 21 to 100					
Can skip count by 2's to 20					
MEASUREMENT					
Name the days of the week					
Identify time to the hour					
Can name the standard unit of measurement: Inch					
Can name the standard unit of measurement: Foot					

Name_____

Math Assessment 1
Second Grade
January

Math String-Rekenrek

5 on top, 5 on bottom

10 on top, 5 on bottom

8 on top, 7 on bottom

8 on top, 8 on bottom

9 on top, 9 on bottom

How many seats left? (Rekenrek)

10 on top, 8 on bottom

8 on top, 8 on bottom

6 on top, 6 on bottom

Number String (Keeping one number whole and taking leaps of ten)

26+10

26 +12

26 +22

44 +30

44 +39

Show it on the number line.

38 + 6

Show it on the number line.

37+23

Show it on the number line.

89-20

Name_____ Date_____

CCSS 2.0 A.1-2.0 A.4

1. Ms. Washington is having a reading contest. Madeline read 68 pages. Anna read 92 pages. How man more pages did Anna read?

_____ pages

2. Miguel read 57. Matthew read 48 pages. How many pages did they read altogether?

_____ pages

3. Write the answers

9+3= 12-3=

2+7= 3+7=

CCSS 2 NBT 1-9

4. Write if there are an odd or even number of objects?

5. What double fact do the objects represent?

6. Write <, >, or = between each pair of numbers:

42 38 54 55 16 16

9+9 18 9+1 1+9

7. Write how many ones, tens, and hundreds are in each number.

642 ____hundreds ____tens ____ones

201 ____hundreds ____tens ____ones

8. Find the pattern and fill in the blanks.

5, 10, 15, _____, _____, _____

100, 200, 300, _____, _____, _____

9. Add or subtract

52 62+26= 45-22=

16	213	826
+ 24	+764	-305

10. Write your own addition problem. Draw it on an open number line.

---

11. Show the following problem and solution on an open number line.

---

12. Measure the picture below to the nearest centimeter.

13. Chen's green pencil is 4 inches long. His yellow pencil is 3 inches longer. How long is his yellow pencil?

_____ inches

(Add the following worksheets when assessing students:

•Money
•Telling time
•Measuring (inch and centimeter)