

RENEWAL CHARTER PETITION

DEKALB COUNTY SCHOOL DISTRICT

SUBMITTED ON
November 24, 2014

Leadership Preparatory Academy, Inc.
6400 Woodrow Road
Lithonia, GA 30038

Petition Appendix is available upon request from the DCSD Charter Office at 678.676.0377.

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DeKalb County School District Signature Sheet

(Please sign section 1 only in blue ink and submit with petition)

1. The petitioner hereby agrees to adhere to all laws, regulations, and District Guidelines & Board Policy IBB during the petition review process. The Petitioner also agrees to refrain from engaging in any conduct that could be deemed as, but not limited to, illegal, improper, unprofessional, intimidating, collusive, and/or bribery toward, of, or with any District employee and/or DeKalb County Board Member during the petition process. Engaging in any act as stated above will result in an automatic withdrawal of the petition for review and potential sanctions. The petitioner hereby asserts that a completed petition has been submitted. If a charter is granted, petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the charter and all applicable, federal, state, and local laws, rules, and regulations.

B. J. Gutter-Parker — July 11, 2014

Authorized Charter School Representative — Date

Thassanee Gutter-Parker, Governing Board Chair

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2. This Charter School Petition, Assurance Form, and Attached Exhibits were **approved** by the DeKalb Board of Education on the _____ day of _____, 20_____.

_____ _____

Authorized Charter School Representative — Date

Thassanee Gutter-Parker, Governing Board Chair

_____ _____

Chair, Local Board of Education — Date

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3. This Charter School Petition, Assurance Form, and Attached Exhibits were **denied** by the DeKalb Board of Education on the _____ day of _____, 20_____. Pursuant to state law, a reason for the denial will be delivered to the petitioner within sixty (60) business days of the decision.

_____ _____

Superintendent — Date

_____ _____

Chair, Local Board of Education — Date

START-UP CHARTER APPLICATION COVER PAGES

Check one: _____ New Petition X___ Renewal Petition (If renewal, when was the original charter term start date? August 2010).

Name of the Georgia nonprofit corporation that will hold the charter if granted:

Leadership Preparatory Academy, Inc.

Name of Proposed Charter School: Leadership Preparatory Academy , Inc.

Local school system in which charter school will be physically located:

DeKalb County School District

School address: 6400 Woodrow Road

Lithonia, Georgia 30038

Contact person: Lonnie D. Hall Chief Operating Officer

Name Title

Contact address: 6400 Woodrow Road

Lithonia, Georgia 30038

Telephone number of contact: _____

Fax number of contact: _____

E-mail address of contact: _____

Charter School Name: Leadership Preparatory Academy, Inc.

Type: Renewal (Locally-approved Start-up, State Chartered Special School, Career Academy, Jointly Authorized, Virtual)

Approved by the _____ Board of Education on _____

Grade Levels Served: K to 8th Grades

Ages Served: 5 to 14 year-old students

Proposed Opening/Renewal Date: August 2015

Proposed Charter Term: 5 years (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

Mission Statement: LPA's vision is to become the highest performing charter school in the nation that produces well-rounded leaders for the 21st Century. The school's mission is to develop scholars through a rigorous academic program that engages all stakeholders by maximizing students' potential to lead in the 21st Century.

For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	70	70	70	70	70	70	70	70	70					**630**
Yr 2	76	76	75	75	75	75	76	76	76					**680**
Yr 3	80	80	80	80	80	80	80	80	80					**720**
Yr 4	80	80	80	80	80	80	80	80	80					**720**
Yr 5	80	80	80	80	80	80	80	80	80					**720**

Pursuant to O.C.G.A. § 50-36-1(e)(2), please complete the following Affidavit. A list of secure and verifiable documents can be found on our website. This form should be completed by the CEO or President of the Non-profit Corporation.

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract, as referenced in O.C.G.A. § 50-36-1, from the State Board of Education, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) X I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is:_____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document, as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

passport.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Lawrenceville (city), GA (state).

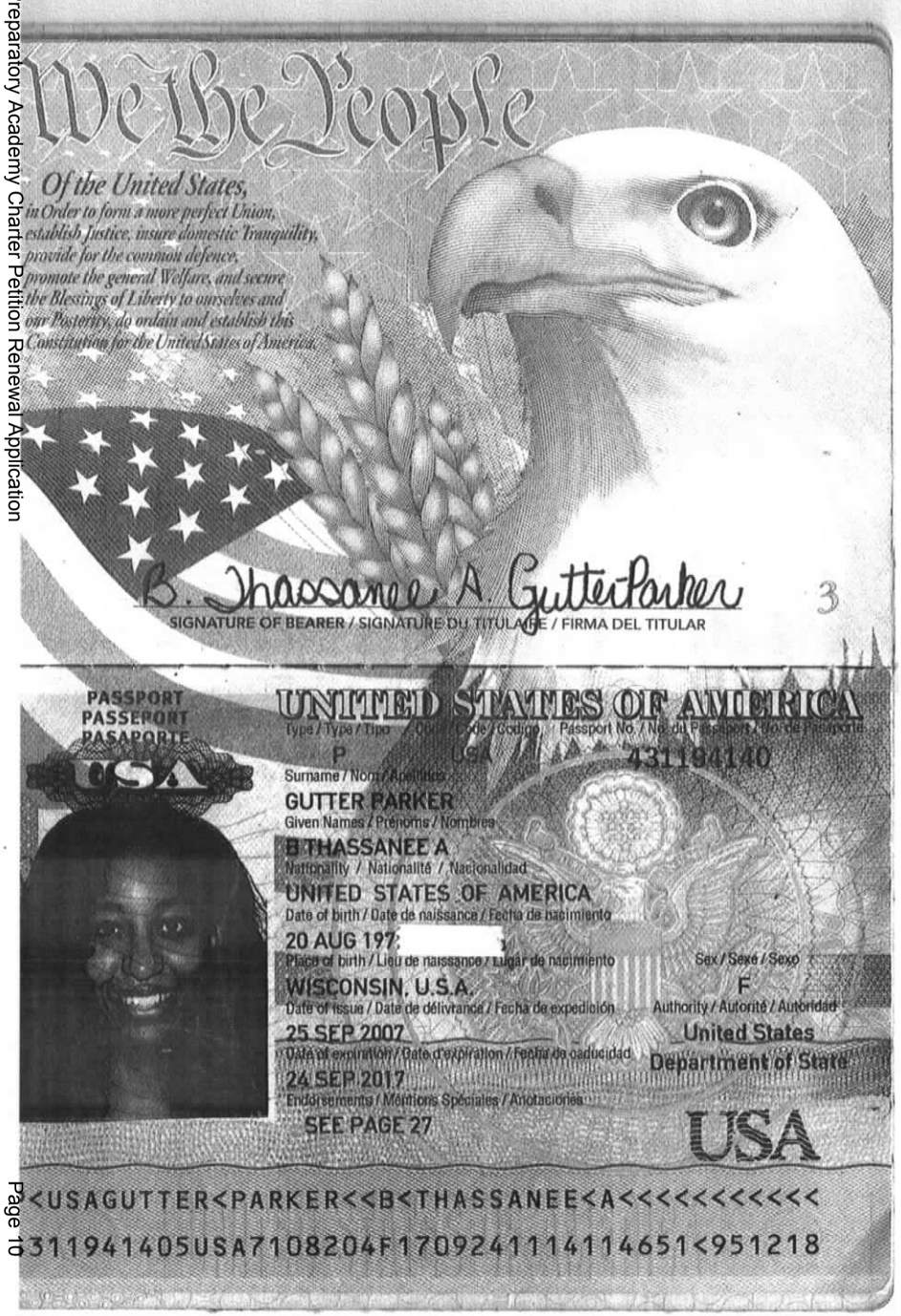
B. J Gutter-Parker
Signature of Applicant

B. Trassanee Gutter-Parker
Printed Name of Applicant

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
11 DAY OF July, 2014

Kenneth Brownlee
NOTARY PUBLIC
My Commission Expires:

OFFICIAL SEAL
KENNETH BROWNLEE
Notary Public, Georgia
GWINNETT COUNTY
My Commission Expires
MARCH 7, 2017


We the People
Of the United States,
in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
B. Thassanee A. GutterParker
SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR
PASSPORT
PASSEPORT
PASAPORTE
USA
UNITED STATES OF AMERICA
Type / Type / Tipo
P
Code / Code / Código
USA
Passport No. / No. du Passeport / No. de Pasaporte
431194140
Surname / Nom / Apellidos
GUTTER PARKER
Given Names / Prénoms / Nombres
B THASSANEE A
Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA
Date of birth / Date de naissance / Fecha de nacimiento
20 AUG 197
Place of birth / Lieu de naissance / Lugar de nacimiento
WISCONSIN, U.S.A.
Sex / Sexe / Sexo
F
Date of issue / Date de délivrance / Fecha de expedición
25 SEP 2007
Authority / Autorité / Autoridad
United States Department of State
Date of expiration / Date d'expiration / Fecha de caducidad
24 SEP 2017
Endorsements / Mentions Spéciales / Anotaciones
SEE PAGE 27
USA
P<USAGUTTER<PARKER<<B<THASSANEE<A<<<<<<<<<<<
3119414O5USA7108204F1709241114114651<951218

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Start-up Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by a duly authorized representative of the school.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **Leadership Preparatory Academy, Inc.** located in **DeKalb** County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the Constitution;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
7. Shall ensure that the charter school's governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board adopts and abides by a conflicts of interest policy;
9. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
10. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;

11. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
12. Shall provide state and federally mandated services for English Language Learners, as applicable;
13. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
14. Shall notify the state of any intent to contract with a for-profit entity for education management services;
15. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
16. Shall comply with federal due process procedures regarding student discipline and dismissal;
17. Shall be subject to all laws relating to unlawful conduct in or near a public school;
18. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
19. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
20. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
21. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
22. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
23. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws;
24. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
25. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
26. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
27. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
28. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines;

29. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
30. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
31. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the **DeKalb County School District** Board of Education on the _____ day of _____, 201____.

B J Gutter-Parker _____ July 14, 2014_____

Thassanee Gutter-Parker, Board Chairperson — Date
Authorized Representative, Charter School

_____ _____

Chair, Local Board of Education — Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

_____ _____

Thassanee Gutter-Parker, Board Chairperson — Date
Authorized Representative, Charter School

_____ _____

Chair, Local Board of Education — Date

Part IV. Start-Up Charter School Petition Requirements

Address the following requirements and insert the appropriate page number(s) of the petition.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

1. Page 40_____ Describe the focus of the curriculum.

2. Page 40_____ Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.

3. Page 62_____ Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.

4. Page 63_____ Describe how the charter school will meet the needs of students identified as gifted and talented.

5. Page 66_____ Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and local school system or other agency addressing these activities.

6. Page NA_____ If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

7. Page 69_____ For students with disabilities, describe how the charter school will provide state and federally mandated services.

8. Page 71_____ For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.

9. Page 73_____ Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.

10. Page 73_____ Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

DESCRIPTION OF ASSESSMENT METHODS

11. Page 78_____ Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data,

which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.

12. Page 83_____ Explain how the charter school will work with the local school system to participate in all state-mandated assessments.

13. Page 83_____ Describe how the charter school's assessment plan will measure student improvement and over what period of time.

14. Page 83_____ Describe how the charter school will use this assessment data to monitor and improve achievement for students.

PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

15. Page 75_____ Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and to the extent possible, should be developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.

16. Page 76_____ Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

WAIVERS

17. Page NA_____ State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.

18. Page NA_____ If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

DESCRIPTION OF SCHOOL OPERATIONS

19. Page 84_____ Describe the attendance zone for the charter school.

20. Page 85_____ Describe the rules and procedures that will govern the admission of students to the charter school.

21. Page 85_____ Describe whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).

22. Page 87_____ Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.

23. Page 87_____ Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.

24. Page 88_____ Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).

25. Page 90____ Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.

26. Page 91____ Generally, describe the charter school's employment procedures and policies.

27. Page 111____ Describe how and by whom the principal's performance will be appraised.

28. Page 93_____ State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.

29. Page A5-24_ Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

30. Page 94____ Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.

31. Page 124___ Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof.

32. Page 94___ Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.

33. Page 95_____ Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.

34. Page 94____ State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and § 20-2-910.

PARENT AND COMMUNITY INVOLVEMENT

35. Page 100___ Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

36. Page 104___ Describe the level of autonomy the charter school will have over budgets and expenditures.

37. Page 104___ Describe the plans for ensuring that the charter school will be subject to an annual financial audit by an independent Georgia-licensed certified public accountant.

38. Page 106___ Identify the school's chief financial officer and describe how that person's credentials comply with the Guidance for State Board of Education Rule 160-4-9-.04.

39. Page 106___ Provide a proposed timeline as to when the charter school will begin to receive state and local funding from the local board in order to begin operations.

40. Page 107_____ Describe the charter school's plans for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

41. Page 109___ Describe how the governing board will be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50-14-1 *et seq.* and 50-18-70 *et seq.*

42. Page 109___ Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.

43. Page 109___ Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.

44. Page 123___ List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.

45. Page A13-10__ Disclose any potential conflicts of interest of the founding board members.

46. Page 117___ Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

47. Page 109___ Describe how the governing board will ensure effective organizational planning and financial stability.

48. Page 121___ Describe the method that the local board and the charter school plan to utilize for resolving conflicts.

49. Page NA_____ State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

FACILITIES

50. Page 96____ Describe the school facility that the charter school will use and its location. State whether the school facility is new or existing.

51. Page 96____ Describe any modifications necessary for utilizing the space for educational purposes.

52. Page A7-7__ Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation.

53. Page A6-12__ Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.

54. Page A7-38__ Provide the school's emergency safety plan, or a timeline for preparing a safety plan in accordance with O.C.G.A. § 20-2-1185 and submitting it to the Georgia Emergency Management Agency.

JOINTLY AUTHORIZED CHARTER SCHOOLS - Required if two or more local boards will jointly authorize the charter school.

55. Page NA___ State which local board will be the fiscal agent for the jointly authorized charter school.

56. Page NA___ Describe how each local board will contribute local revenue to support the charter school.

Revised February 2009

57. Page NA___ Attach an agreement detailing the investment and responsibility of each local board regarding the jointly authorized charter school.

VIRTUAL CHARTER SCHOOLS – Complete and attach the "Addendum for Virtual Charter Schools" checklist, located at http://public.doe.k12.ga.us/pea_charter.aspx.

REQUIRED APPENDICES

- App. A11-3___ Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State (LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).

- App. A11-14___ Attach a copy of the by-laws for the nonprofit corporation (LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).

- App. A3-3, A3-7_____ Attach a copy of any admissions application the charter school proposes to use.

- App. A1-3, A1-8_____ Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

- App. A9-3_____ Attach a monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation.

- App. NA_____ Attach alternative monthly cash flow spreadsheets projecting revenues and expenditures that assume one-half (1/2) of the projected student enrollment for the first two (2) years of operation.

- App. A9-3_____ Attach spreadsheets projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.

- App. NA___ Attach documentation of any sources of revenue appearing in the spreadsheets that are anticipated to come from private sources.

- App. NA___ Attach a copy of any agreements with other local schools for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.

- App. NA___ Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organization is responsible. In the case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.

Executive Summary

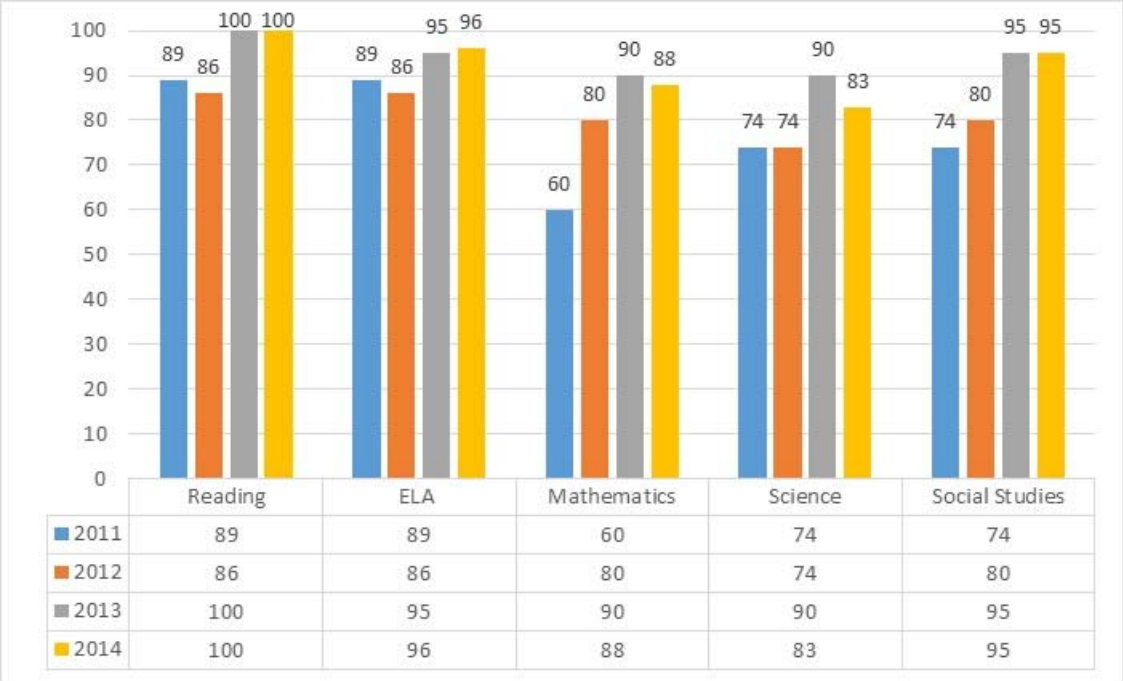
Leadership Preparatory Academy (LPA) was originally conceived by veteran educators and forward leaning business operators who found common ground in understanding the significance and importance of appropriate and sufficient foundational education experiences and exposures. They instinctively recognized the role a proper and sufficient educational setting plays in igniting the thirst for knowledge, as well as the competitive edge it can guarantee any student exposed to sufficient, appropriate levels of a proper foundational education. Together, these Founders also selected, among many choices, the unconventional, but proven educational environment model that fosters, supports, and fortifies the appropriate learning structure and environment that maximizes these educational opportunities. Having caucused over several years prior to opening LPA, and still coming back together routinely to fortify their understanding of the ever-changing landscape of leading edge approaches, the Founders set into motion a concept modeled after BOTH "best business" practices AND the most effective teaching and learning initiatives. Coupled together, they offer a unique and innovative approach to education delivery and support. LPA, by design, offers the opportunity to reinvent education, inspire students to maximize their learning quotient, and gives professional educators the flexibility and license to be true innovators in the classroom.

From its inception, LPA has focused on preparing students for college and career by implementing innovative educational approaches that included a comprehensive focus on leadership development, which is uniquely infused in the Georgia Common Core Performance Standards and the Georgia Performance Standards curricula. LPA has continuously offered a rigorous, accelerated, academically challenging, student-centered program, which is aligned to State standards, wherein all students are held accountable and expected to reach high levels of academic achievement as they are encouraged to realize their full potential and achievement quotient. LPA's curriculum and instruction addresses the needs of the entire student population, to include students with special needs, gifted students, and English Language learners.

LPA, in its unique conception and execution, has routinely gone against convention in many respects. For example, students are required to maintain an electronic portfolio of their leadership initiatives, including community, home and school engagements. This provides focus on leadership and citizenship. Another example of the "LPA way" is it's doctrine of inclusion, which has resulted in significant student population expansion across each of the five years of its operational existence, including literally doubling its enrollment in a single year (2013-14), something unheard of in the charter school industry. Interestingly, since such a large number of new students (across all grade levels) did not have exposure to the LPA "culture and methodology," an intensified effort to supplement and fortify learning was launched. Consequently, an otherwise anticipated drop in student achievement was significantly mitigated, giving even greater credence to the unique approach to learning techniques employed at LPA. It is true that relationships, expectations, rigor, relevance AND support are all annually reviewed and routinely increased at LPA, and we welcome all those who embrace these more intense standards. LPA will remain as another bright spot in DeKalb. Additionally, LPA has been recognized by the State of Georgia DOE as a 2015 Title 1 Rewards School, showing "Highest Progress." This distinction is reserved for the top 10% of ALL Georgia Title 1 Schools, and LPA is the only Charter school in the DeKalb County School District (DCSD) to be so recognized.

The academic performance of LPA students in grades 3 through 8 was measured through the Criterion Referenced Competency Test (CRCT) in Reading, English Language Arts (ELA), Math, Science, and Social studies. The charts and tables on the following pages indicate how well LPA students in each grade level progressed toward meeting the state standard of "Meets" or "Exceeds" on the Georgia CRCT for all core subjects over the last four years of the charter (2010–2014). The tables will also show how well LPA students performed relative to all students enrolled in the DCSD. Our evaluation of the data reported in science scores among several years and several grade levels revealed opportunities to reinforce student learning in this critical area of academic performance. Accordingly, LPA had already redesigned its educational effort in recognition of the need to create a more formal STEM focus that properly enhances the exposure to learning opportunities that will target advancements in student achievement. Resource enhancement and supplements to individualized instruction are both included in this campaign to allow students to be more prepared to satisfy the higher academic performance demands expected in subsequent years. This LPA approach is unique and forward thinking and is destined to serve as a model infused with best practices, organizationally and educationally, that can be replicated in other schools.

CRCT Percentage of Grade 3 Students at Meets and Exceeds Standards



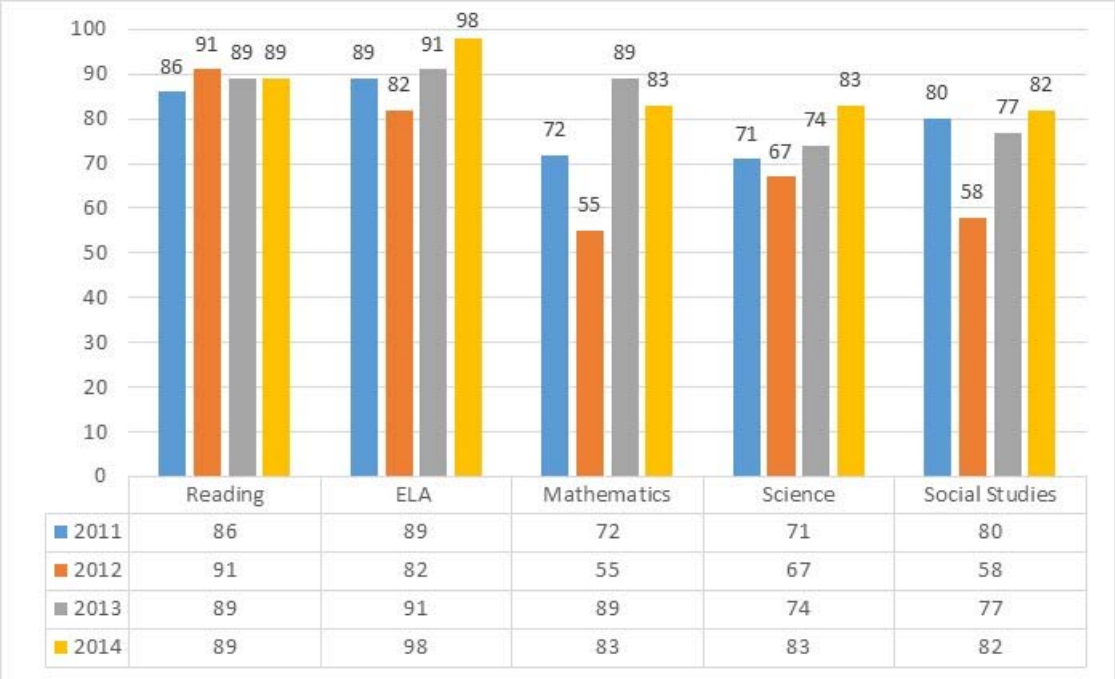
	Reading	ELA	Mathematics	Science	Social Studies
2011	89	89	60	74	74
2012	86	86	80	74	80
2013	100	95	90	90	95
2014	100	96	88	83	95

Over the course of the last four years, the percent of third grade students meeting or exceeding state standards on the CRCT reading dipped by 3 percent in 2012, but increased by 14 percent to 100 percent in 2013 and remained at 100 percent in 2014. In ELA, a similar trend occurred with a 3 percent dip in 2012 followed by consistent increases in 2013 and 2014. For math, students' scores improved by 20 percent in 2012 and by an additional 10 percent in 2013. However, math scores experienced a 2 percent drop in 2014. With science, the percentage of students meeting and/or exceeding standards remained at 74 percent for 2011 and 2012 but increased by 14 percentage points in 2013 with a 7 percent decrease in 2014. CRCT performance in social studies increased in 2010 and 2013 respectively and remained at 95 percent in 2014. When compared to third grade students in DCSD as a whole, LPA third graders consistently performed above DCSD third graders in all core content subjects over the last four years of the charter (2011-2014.) Achievement in all core areas on the CRCT increased each year as compared to the performance of DCSD third grade students (see Table 1 below).

Table 1: LPA Grade 3 Comparison to DCSD Grade 3 Performance

Year	2010-11		2011-12		2012-13		2013-14	
Core Subjects	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**
Reading	89	82	86	84	100	86	100	87
ELA	89	78	86	82	95	80	96	80
Math	60	67	80	70	90	65	88	68
Science	74	69	74	65	90	65	83	64
Social Studies	74	71	80	71	95	73	95	73

CRCT Percentage of Grade 4 Students at Meets and Exceeds Standards



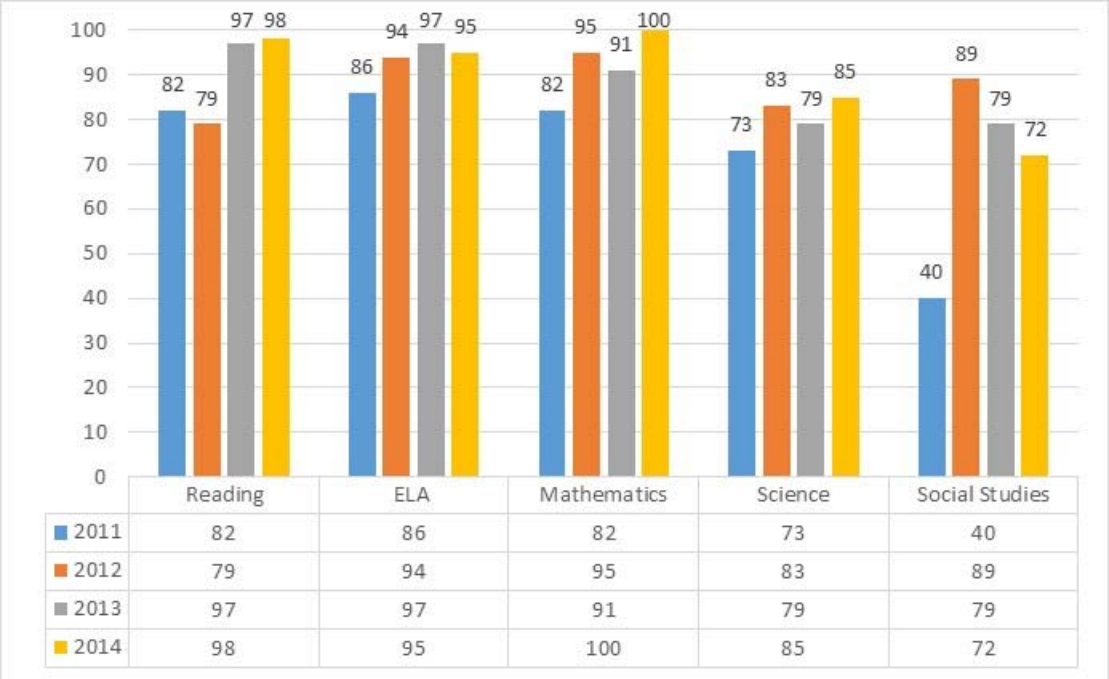
	Reading	ELA	Mathematics	Science	Social Studies
2011	86	89	72	71	80
2012	91	82	55	67	58
2013	89	91	89	74	77
2014	89	98	83	83	82

For Grade 4, students CRCT performance in reading for 2012 increased by 5 percentage points with a slight decline (2 percent) in 2013 to 89 percent and remained the same in 2014. In ELA, students performed at high levels consistently from 2011 to 2014 with a decrease of 7 percent in 2012. Most notably, the percentage of students meeting and/or exceeding state standards in math increased by 34 percent in 2013 despite a 6 percent decline in 2014. Students in Grade 4 consistently performed at or above DCSD Grade 4 students in all content areas across the four year period. The only exceptions being math, science and social studies in 2012, and Reading in 2013 (see Table 2 below).

Table 2: LPA Grade 4 Comparison to DCSD Grade 4 Performance

Year	2010-11		2011-12		2012-13		2013-14	
Core Subjects	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**
Reading	86	80	91	83	89	90	89	88
ELA	89	79	82	83	91	82	98	81
Math	74	67	55	69	89	70	83	67
Science	71	66	67	68	74	69	83	68
Social Studies	80	64	58	65	77	68	82	67

CRCT Percentage of Grade 5 Students at Meets and Exceeds Standards

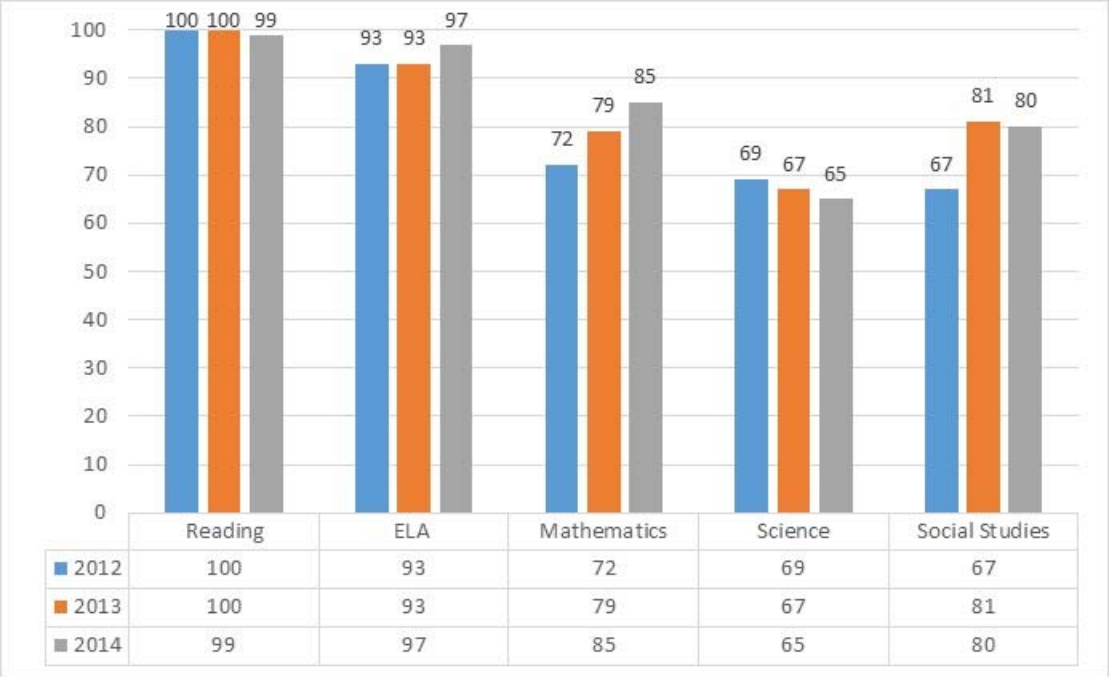


Students' performance in Grade 5 continually increased in reading, ELA, and math from 2011 to 2014 with at least 95 percent of the students meeting or exceeding state standards in each of these three areas in 2014. In science and social studies, the percentage of students meeting or exceeding state standards rose and fell from year to year. Significant increases were achieved over initial student performance in 2011. Overall, Grade 5 LPA students outperformed DCSD Grade 5 students significantly in all core areas from 2012 to 2014 (see Table 3 below).

Table 3: LPA Grade 5 Comparison to DCSD Grade 5 Performance

Year	2010-11		2011-12		2012-13		2013-14	
Core Subjects	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**
Reading	82	85	89	85	97	87	98	89
ELA	86	86	94	88	97	88	95	90
Math	82	77	95	74	91	79	100	76
Science	73	65	83	63	79	63	85	66
Social Studies	50	56	89	62	79	66	72	66

CRCT Percentage of Grade 6 Students at Meets and Exceeds Standards



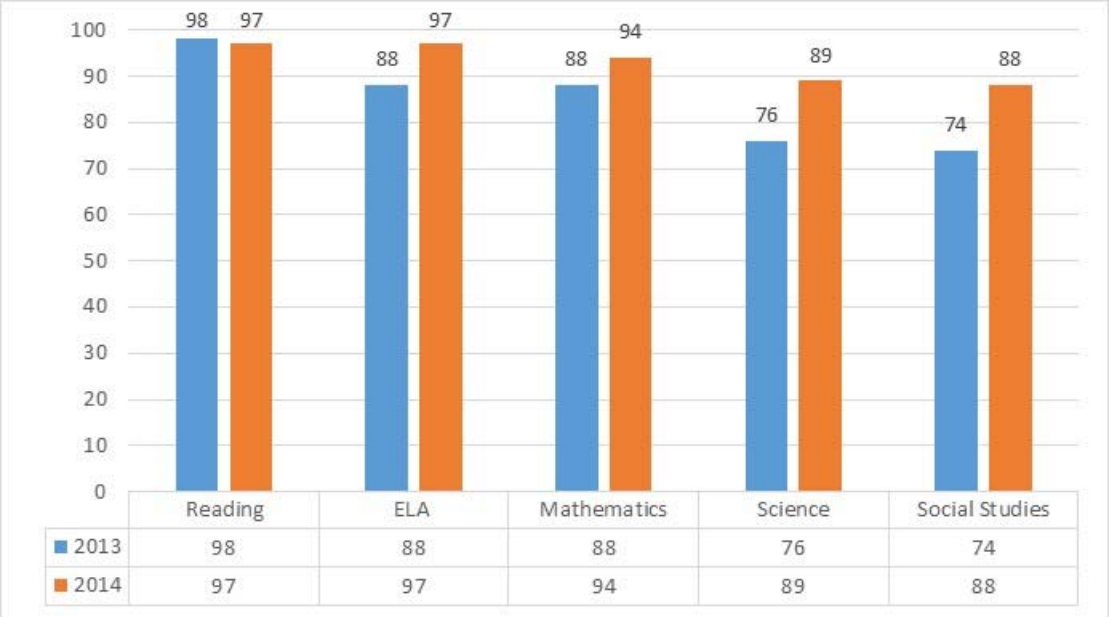
For Grade 6, CRCT reading student performance was consistently high with 100 percent of students meeting/exceeding state standards in 2012 and 2013 and 99 percent in 2014. Grade 6 performance on the CRCT steadily increased in math from 2012 to 2014 with a 13 percent increase in students meeting or exceeding state standards over the three year period. While Grade 6 performance in science was the lowest of all content areas over the three year period, Grade 6 CRCT social studies performance increased by 14 percent in 2013 (see Table 4 below).

Table 4: LPA Grade 6 Comparison to DCSD Grade 6 Performance

Year	2010-11		2011-12		2012-13		2013-14	
Core Subjects	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**
Reading			100	93	100	92	99	94
ELA			93	86	93	86	97	86
Math			72	74	79	71	85	73
Science			69	60	67	56	65	58
Social Studies			67	61	81	63	80	65

** No grade existed*

CRCT Percentage of Grade 7 Students at Meets and Exceeds Standards



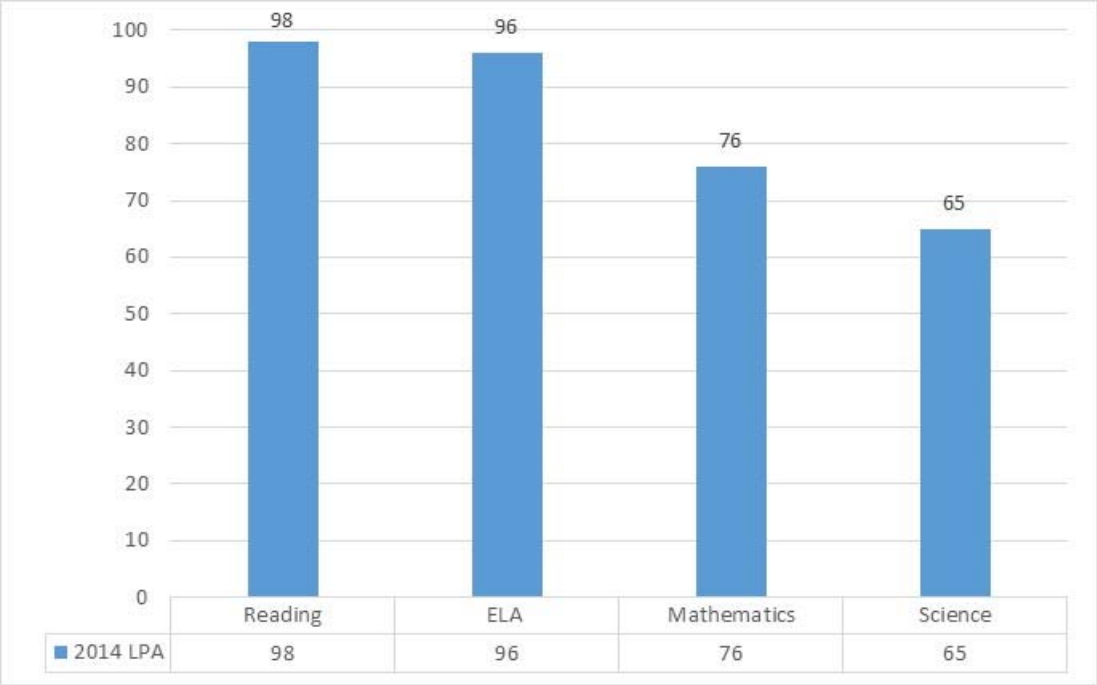
Over the two year existence of Grade 7 at LPA, student's achievement rose in all core areas with an increase of 9 to 14 percentage points in each area. Students at this grade level outperformed overall DCSD County Grade 7 students in every content area. LPA Grade 7 students outperformed overall DCSD County Grade 7 students by 3 percent to 11 percent across core areas in 2013 and by 11 percent to 20 percent in 2014 (see Table 5 below).

Table 5: LPA Grade 7 Comparison to DCSD Grade 7 Performance

Year	2010-11*		2011-12*		2012-13		2013-14	
Core Subjects	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**
Reading					98	87	97	84
ELA					88	85	97	86
Math					88	78	94	74
Science					76	71	89	68
Social Studies					74	69	88	69

** No grade existed*

CRCT Percentage of Grade 8 Students at Meets and Exceeds Standards



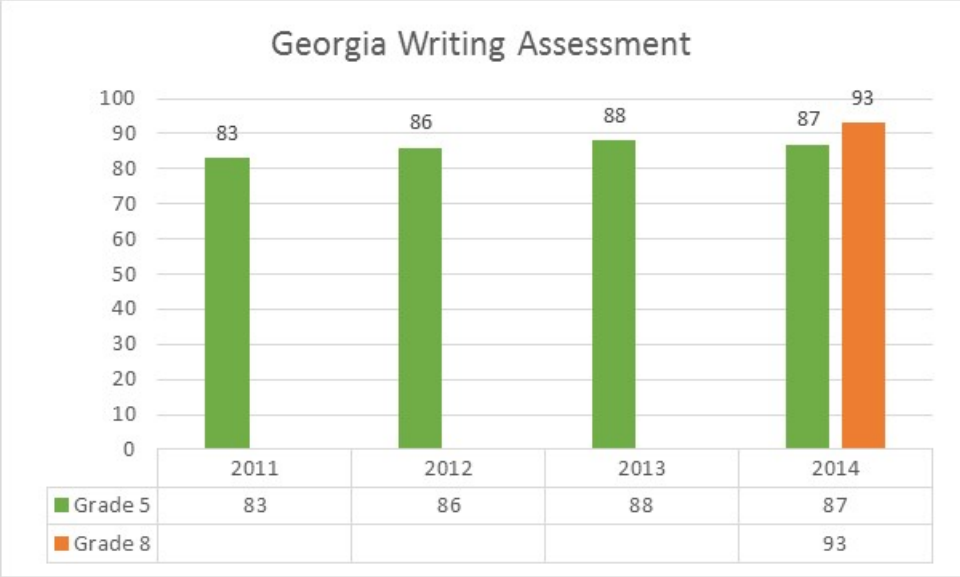
The 2014 CRCT reading, ELA, and math assessments illustrate the highest percentage of LPA students meeting/exceeding state standards. Performance in science and social studies suggest areas for concentration at this grade level in the future. However, despite the low percentages in science and social studies, Grade 8 LPA students out performed DCSD Grade 8 students overall in all areas except social studies (see Table 6 below).

Table 6: LPA Grade 8 Comparison to DCSD Grade 8 Performance

Year	2010-11*		2011-12*		2012-13*		2013-14	
Core Subjects	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**	**LPA**	**DCSD**
Reading							98	91
ELA							96	87
Math							76	65
Science							65	62
Social Studies							58	65

** No grade existed*

The percentage of students in Grade 5 successfully completing the Georgia Writing Assessment was continuously in the 80th percentile or higher. In addition, 93 percent of Grade 8 students in 2014 successfully passed the writing assessment which was the third highest achievement score in DCSD and one of the highest percentages in the state.



An examination of trends indicates that LPA students at all grade levels over the last four years of the current charter have consistently performed at high levels in reading. The percentage of students meeting/exceeding standards in all other core areas has increased from year-to-year with all grade levels outperforming DCSD students in the same grade levels each year.

LPA's instructional model and the integration of both the Leadership Curriculum and STEM Education is designed for the School to have its best success in the core content areas with students at all grade levels, with a special emphasis on improvement in science. Additionally, LPA will have an Academic Coach whose focus will be on curriculum and instruction. The Academic Coach will assist administrators and teachers, oversee assessment, testing, data analysis, and coordinate services for special education and gifted students as part of the Assessment and Accountability Team (A&AT).

B. Demonstration of Charter School Success

Over the duration of the current charter, LPA has provided a student-centered, achievement-focused educational program with an emphasis on leadership, resulting in an exciting and viable education in an inclusive environment. Students at LPA participate in a rigorous academic program daily. Through whole group, small group, and individual instruction, each child's educational program is tailored to meet his or her specific needs. This approach has resulted in high achievement for LPA students across all grade levels, and standardized testing data shows that LPA students outperform students in comparable grades throughout the DCSD. As a school, we believe that excellent instruction in core areas provides the essential foundation upon which all other learning is constructed. Therefore, the School has been focused and deliberate in selecting and developing its approach to classroom instruction including the intentional integration of technology in each classroom.

Performance objectives in the original petition outlined student expectations on the Criterion Reference Competency Test (CRCT) in Reading and Math. For each of the four years of the school's existence,

students in Grades 3-8 demonstrated an upward trend in their academic performance from year to year, as measured by the state assessment (CRCT). LPA students also show stronger growth than their student counterparts in DCSD, as measured by the CRCT.

With a laser focus on quality instruction, LPA has established a learning environment that is conducive to high academic achievement by leveraging available resources for students both inside and outside of the classroom. To continuously enhance the quality of instruction at LPA, School administrators identified specific types of professional learning activities linked to student achievement gains and provided those training opportunities for teachers each year. Focus for teachers from year to year was the development and refinement of strategies that have a direct and tangible impact on the teaching and learning environment. Over a four-year period, a total of 25 professional learning activities focusing on essential practices of high quality teaching, learning and leadership development were provided for LPA teachers.

LPA understands that when schools and families work together to support learning, children tend to perform better in school, stay in school longer, and like school more. For this reason, LPA's original charter set forth the goal that "parents of students in the charter school will be active participants in the education of their children by supporting their educational activities and by participating in parent development workshops." To achieve this goal, LPA built partnerships with families that were designed to respond to parent concerns, honor parent contributions, and share decision-making responsibilities. These partnerships included activities such as attendance at general school and board meetings, meetings with teachers, attendance at school events, and volunteering for or serving on committees. Other strategies to increase parental involvement in school ranged from extensive promotion of events such as "curriculum" nights to Title I Parent meetings.

Additionally, LPA takes pride in its demonstrated ability to achieve and maintain financial and organizational stability since the inception of its charter, while continuing a seamless delivery of high quality service and support to its students and teachers. The Governance Board's composition and structure ensures the responsible management and oversight of the business affairs of the School in accordance with its mission and vision. Its duties shall include establishing the strategic direction of the School; developing and adopting policies that guide decision making in the School; securing funding for the implementation of the strategic plans and operations of the School; and, monitoring the implementation of all board-approved plans and policies. The Governance Board works continuously through its committee structure to ensure that operations run according to the charter so that goals and objectives are achieved. For more documentation, see Appendix 10 for a CPA Summary of the 2012-13 and 2013-14 Independent Auditor's Report.

C. Failures (academic/student performance objectives, governance, finance, or organizational stability and effectiveness.

Performance objectives in the original petition outlined expectations for student performance on the Iowa Test of Basic Skills (ITBS); however, learning gains in reading and math did not meet the ITBS goals set from 2010 to 2013 for students in Grades 1-5, with learning growth being weaker on this norm-referenced measure than the criterion referenced measure of the state. Since the ITBS focuses on whether students perform better or worse than other test takers, not whether the students know either more or less material than is necessary for a given purpose, the LPA student performance on this assessment is not reflective of the specific skills and/or concepts that they have achieved as demonstrated by performance on CRCT. Identification of students' strengths and weaknesses on the ITBS provides an opportunity for LPA to use the information to drive instruction generally; however, results from the CRCT will be used to make any specific curricular modifications or instructional changes.

Table 7: Percentile Rank on Iowa Test of Basic Skills (ITBS)

	2010-11	2011-12	2012-13
Grade 1			
RC*	89	86	93
Math	62	60	59
Grade 3			
RC*	41	45	68
Math	38	57	74
Grade 5			
RC*	45	54	51
Math	35	54	56
Grade 7	No Grade Existed		
RC*			55
Math			43

**RC – Reading Comprehension*

Only science achievement on CRCT dropped slightly during this period. Formal science courses began in the middle grades with teachers in lower grades teaching all subjects. Based on a teacher survey of science content knowledge, teachers are concerned about preparedness to teach science content. These concerns will be addressed with the implementation of a more formal STEM-focused Education.

D. Breach of Contract

N/A

E. Termination Proceedings
N/A

PETITION GUIDELINES & QUESTIONS

Charter petitions must address each of the following requirements. All requested information should be included in the main text of the petition unless otherwise stated.

I. CHARTER SCHOOL/PETITIONER INFORMATION

Question 1- Including the SBOE application, the petitioner should copy the following form as the first page of their charter petition:

Charter School Name: **Leadership Preparatory Academy, Inc.**

Charter School Type: **Renewal** (Start-Up, Conversion, Cluster, or Renewal)

Grade Levels Served: **Kindergarten to 8th Grade** Ages Served: **5 years old to 14 years old**

Proposed Opening/Renewal Day: **August 2015**

Proposed Charter Term: **5** years

The petition should be consistent with the DCSD policy that the charter will be issued for up to a five year period and renewal charters will be issued for up to five years, based on whether or not performance goals have been met as specified in the charter.

Primary Contact: **Lonnie D. Hall**

Phone: **(678) 708-1162**

Address: **6400 Woodrow Road, Lithonia, GA 30038**

Is this representative authorized to execute the charter contract? ☐Yes ☒No
If no, list the name and contact information for the authorized representative below:

Representative: **Thassanee Gutter-Parker**

Phone: **(678) 523-8674**

Address: **6400 Woodrow Road, Lithonia, GA 30038**

The Petitioner should indicate all grade levels to be served each year during the charter term. For each year of the charter term, please indicate the maximum number of pupils the charter school plans to serve each school year.

YEAR/GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-2015	70	70	70	70	70	70	70	70	70					**630**
2015-2016	76	76	75	75	75	75	76	76	76					**680**
2016-2017	80	80	80	80	80	80	80	80	80					**720**
2017-2018	80	80	80	80	80	80	80	80	80					**720**
2018-2019	80	80	80	80	80	80	80	80	80					**720**

II. MISSION STATEMENT and INNOVATION

Question 2: What is the Charter School's Mission? How does it support the legislative intent of the school's program to "increase student achievement through academic and organizational innovation?"

> *"As independent public schools, charter schools have the ability to try innovative approaches to teaching and learning in the classroom. This flexibility comes with high standards and accountability; charter schools must demonstrate that all their students are progressing toward academic excellence. They can show what is possible—schools that give every student the chance to prepare for college and career and to develop a love of learning that lasts a lifetime."*
>
> *~ President Barack Obama*

School's Mission and Innovativeness of Idea. Leadership Preparatory Academy's (LPA) vision is to become the highest performing charter school in the nation that produces well rounded leaders for the 21st Century. The students we teach today will become the leaders of tomorrow, and they will be expected to possess myriad skills to lead and be successful in the new global economy. These post-millennial students have to be proficient in the use and application of technology as well as the *"Four Cs"*— critical thinking and problem solving, communication, collaboration, and creativity and innovation. To that end, LPA must be designed to develop students who embody these essential attributes.

The LPA school design is built on decades of scientific research into what essential practices lead to high performing schools, which is based on the findings of widely respected researchers in the field of "Effective Schools," including Ronald R. Edmonds, Lawrence W. Lezotte, Robert J. Marzano, Mardale Dunsworth, and Dawn Billings (see Figure 1: Summary of the Effective Schools Analysis).

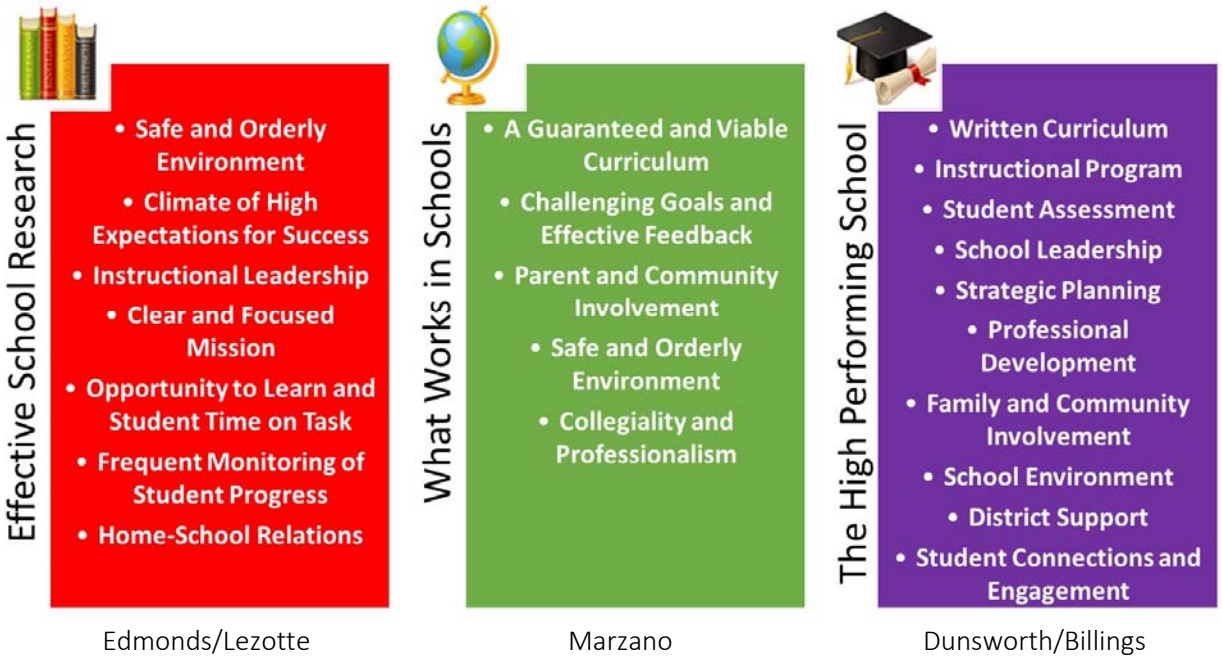


Figure 1: Summary of the Effective School Analysis

The LPA school design is anchored in the Common Core Georgia Performance Standards (CCGPS) for Mathematics and Reading/English Language Arts and the Georgia Performance Standards (GPS) for Science and Social Studies. In keeping with LPA's vision, the School design incorporates 10 essential elements, taken from the Effective Schools Analysis, which forms the blueprint for developing LPA into a high performing charter school. These essential elements are:

1. Clear and Focused Mission
2. Safe and Orderly Environment
3. Guaranteed and Viable Curriculum
4. Instructional Framework
5. Classroom Assessment and Evaluation
6. School Culture of High Expectations
7. School and Instructional Leadership
8. Professional Growth, Development and Evaluation
9. Student Connections and Engagements
10. Student, Family and Community Support

These ten elements are described throughout the charter petition, and ultimately form the core of what the School will do. LPA's core values include respect, kindness, pride, citizenship, scholarship, responsibility, and service.

LPA has a clear and focused mission that establishes why the school exists. The vision is the audacious goal of what we would like to become. The School's mission is to develop scholars through a rigorous academic program that engages all stakeholders by maximizing students' potential to lead in the 21st Century.

To accomplish this mission, LPA trains and develops its students to become 21st Century scholars and leaders through the implementation of its *Teaching and Learning Framework* (See Figure 2: LPA's *Teaching and Learning Framework*). The Framework illustrates how LPA engages the School community to develop 21st Century scholars and leaders.

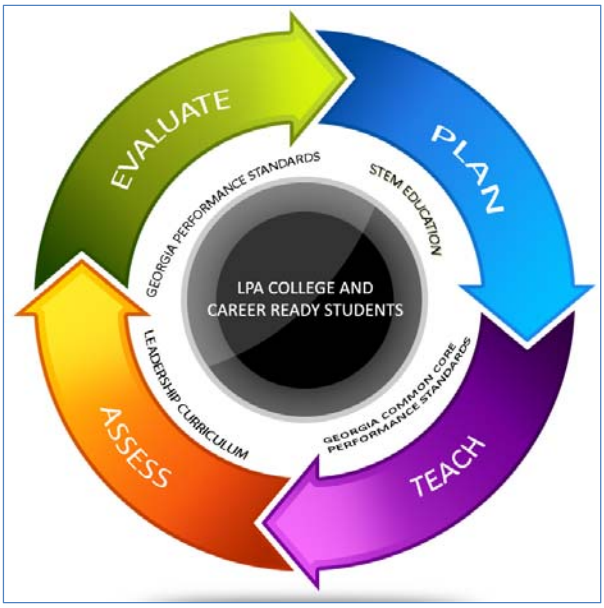


Figure 2: LPA's Teaching and Learning Framework

LPA's mission establishes why the school exists—to develop scholars and leaders through a rigorous academic program that engages all stakeholders to maximize students' potential to lead in the 21st Century. In light of the mission, vision, and consistent with LPA's core values about what it means to be a leader in the 21st Century, the *Teaching and Learning Framework* has at its center College and Career-Ready Students. LPA aims to recognize and support the individual talents of each student in ways that will help him/her to succeed. The components of the Framework are **Plan**, **Teach**, **Assess**, and **Evaluate**. These components speak to specific LPA goals to:

- Create meaningful learning experiences that prepare students to meet or exceed the learning outcomes of the CCGPS for Reading/English Language Arts and Mathematics and the GPS for Science and Social Studies
- Create multiple learning opportunities in academic and extended learning settings
- Incorporate a variety of instructional strategies that are explicitly connected to students' learning styles and strengths
- Provide a rigorous academic program that prepares students for college and careers, and encourages them to become leaders in their communities

These goals facilitate the implementation of the School's *Teaching and Learning Framework* that integrates CCGPS and GPS, Leadership Curriculum, and STEM Education in an interdisciplinary and applied approach that is based on real-world applications. The components of the Framework are:

1. **Plan** – Sound planning is the first step to creating an effective classroom. To ensure effective classrooms for all students, teachers will collaboratively plan units of study and plot the scope and sequence of subject topics with an emphasis on mastering CCGPS and GPS goals and objectives as well as the learning outcomes of the Leadership Curriculum and STEM Education.

2. **Teach** – Facilitation of a student-centered classroom is a key characteristic of effective instruction. Teachers and administrators will work together to ensure that all classrooms are progressive teaching and learning environments focused on the needs and abilities of each student. Students will be empowered to use prior knowledge to construct new learning and will engage in experiential learning that is authentic, holistic, and challenging.

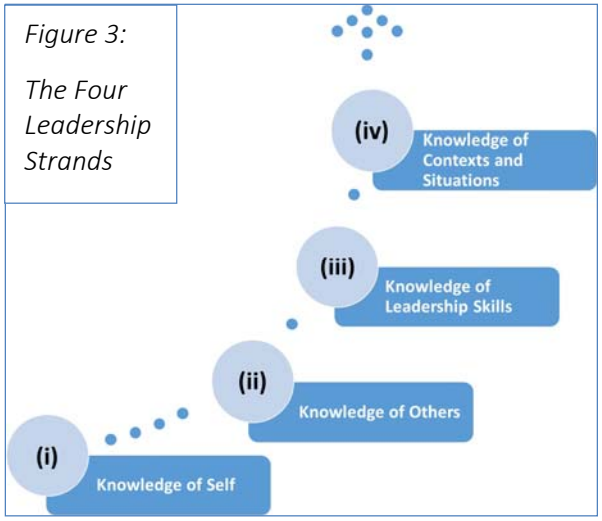
3. **Assess** – Classroom assessment is one of the teacher's most essential educational tools. The purpose of classroom assessments is to support students' learning. Using assessment results, teachers will know at the outset where their students are in terms of their learning and will continually check on their progress through monitoring and strengthening student feedback.

4. **Evaluate** – One of the keys to student success at LPA is the engagement of teachers in systematic reflection on their teaching since it plays such a critical role in the transformation of teaching and learning. Reflection helps teachers better understand their practice and what works in the classroom, examine the effectiveness of a lesson, and use the evaluation to drive future instructional decisions.

Additionally, LPA utilizes Bill Daggett's Rigor/Relevance Framework to examine curriculum, instruction, and assessment. This Framework is the foundation upon which academic excellence is built and it is the yardstick for measuring: **What**, **How**, and **How Well** learning occurs at LPA.

Figure 3:

The Four Leadership Strands



The Leadership Curriculum is designed to develop students' leadership skills while teaching core curricular course content areas through practical application in normal, daily living. The Leadership Curriculum identifies important processes, skills, and opportunities that promote the development of leadership skills in all students. These leadership concepts, understandings, and experience opportunities are centered on four strands (see Figure 3: The Four Leadership Strands). All components of the Leadership Curriculum are embedded within and aligned to grade-range and age-appropriate CCGPS and GPS.

Through the Leadership Curriculum, students will: (i) develop an awareness of their own leadership potential; (ii) develop essential leadership skills that enable them to act responsibly in all aspects of their lives; (iii) become citizens who possess the leadership abilities to meet present and future challenges in the new global economy; and (iv) learn and practice essential leadership skills within their learning community. LPA accomplishes this by focusing on leadership training, rigorous academics, and character development studies.

The expectation is that students will understand and model effective leadership traits such as responsibility, courage, reliability, self-reliance, vision, tolerance, and initiative.

LPA believes that as students learn and acquire these skills, they will become self-actualized, independent learners accepting responsibility for setting and attaining their own personal and academic goals.

The foundation of any high performing school is a guaranteed and viable curriculum, which is also one of the essential elements of LPA's School design.

Snapshot of an LPA Student

Student M. has matriculated at LPA since 2012. Enrolling at LPA, Student M. was involved in the BETA club. As a result of participating in several events, Student M. was elected as president of the Georgia BETA Club for the 2013–2014 year at its annual convention. The Leadership Curriculum, interwoven throughout the core content courses, provides students with the skills and confidence to compete on many levels.

While the School plans to develop leaders, it also recognizes that effective student leadership can only be attained in concert with a strong academic background. The Leadership Curriculum is combined with rigorous academics, character development studies, and a program designed to engage parents as model leaders in the home. The parent program is based on the National Network of Partnership Schools (NNPS) model.

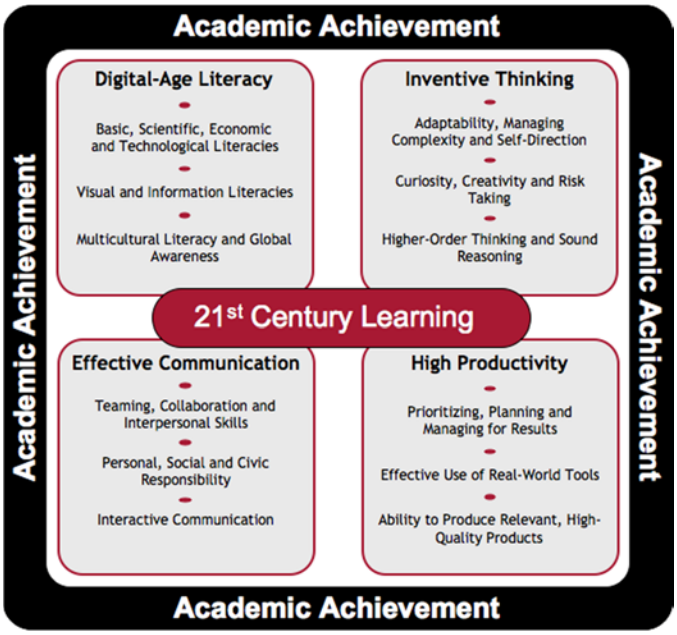


Figure 4: 21st Century Skills Literacy in the Digital Age[1]

Learning to collaborate with others and connecting through technology are essential 21st Century skills and competencies needed to lead and be successful in the new global economy (see Figure 4: 21st Century Skills Literacy in the Digital Age).

The School's educational philosophy and design supports a personalized, differentiated, self-directed program of learning where students are engaged, enabled and empowered throughout their matriculation at LPA.

We believe the school design and instructional program described above meet Georgia's legislative intent for charter schools to "increase student achievement through academic and organizational innovation." We have summarized these innovations below:

[1] *21st Century Skills Literacy in the Digital Age* (2003). North Central Regional Educational Laboratory.

Redesign of Student Learning Time. LPA is using progressive organizational strategies to create life-long learners who understand that learning extends beyond the school building (Kaplan and Chan, 2011)[2]. These strategies began with a fundamental redesign of both the school day and school year. LPA has long recognized that the traditional school year has its roots in an agrarian economy, based on the need of young people to contribute to family work in the summer months. LPA seeks to implement a paradigm shift from this archaic agrarian model to the current reality—the innovation economy, which is not bound by the ebb and flow of the seasons of the year, or the amount of sunlight available during the day to accomplish agrarian tasks.

To that end, LPA students have an extended learning day and extended learning year which provides more opportunities for academic support and acceleration (see Appendixes 1A Daily Schedule and 1B Annual Calendar). On average, the typical LPA student receives 1,695 hours of instruction and is expected to participate in 1,080 hours of at-home instruction via extended learning projects during out-of-school-time, including "breaks." This creates an environment where learning continues after the bell rings at end of the school day. Through the parent engagement model (NNPS Model), parents are provided with the resources to support continuous learning and student engagement.

Snapshot of an LPA Student

Student S. has matriculated at LPA since its opening in 2010. Student S. enjoyed the rigor of the curriculum especially the vocabulary acquisition lessons. All students at LPA are encouraged to compete at the various school level academic competitions. Student S. gravitated to the Spelling Bee competitions. Student S has represented LPA at the district level competitions and has twice placed second overall winner.

Integration of Student Learning. The CCGPS and GPS serve as the instructional design's foundation. The Leadership Curriculum is weaved into the CCGPS and GPS core content courses and is complemented with character development studies.

STEM Education is infused throughout the CCGPS and GPS core content courses providing opportunities for students to learn, practice, and apply STEM methodologies to solve real world problems and navigate situations. This integration of student learning ensures an appropriate balance between basic skills acquisition and high-level thinking (Bowler and Siegel, 2009)[3].

One of the main instructional strategies used by LPA to facilitate the integration of student learning is Project Based Learning (PBL). Additionally, teachers plan student instruction and include multiple milestones to ensure cross curricular content connections. In any classroom, you will find students engaged in PBL, working collaboratively on assignments in which the various strands of content area standards are being utilized in creative, effective, and practical ways. Students are able to articulate what standards they are working on and they are able to see and understand the connections between content area courses.

Feedback on Student Learning. LPA's approach to student assessment works to increases student achievement through the development of a school-wide culture of data-driven decision making. This

[2] Kaplan, C. and Chan, R. (2011). *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools.* Boston: National Center on Time & Learning.

[3] Bowler, M. & Siegel, P. (2009). *Unleashing Knowledge and Innovation for the Next Generation of Learning: Summit Proceedings, Reflections, and Implications*. Washington, D.C.: Knowledge Alliance.

approach also teaches students to examine their own data (Nicol and Macfarlane, 2006)[4] and set learning goals – for example, teachers will explain expectations and assessment criteria to students and provide them with timely feedback that is specific and constructive with easy to follow strategies for improvement. In addition to traditional standardized testing models—GMAS, ITBS, GKIDS, GWA, and CogAT—LPA uses additional assessments such as STAR Reading, STAR Math, and ACUITY to round out its comprehensive assessment strategy.

Teachers, parents, and students are fully informed of the assessment processes and they always know and understand where they stand in terms of teaching and learning goals and objectives. LPA provides parents with bi-weekly records of each student's progress through the push notification component of the Infinite Campus system. If a student is having difficulty meeting achievement goals, their Individual Learning Plan (ILP) is revised to provide that student with additional instructional time through one of the many instructional safety nets at the School. These student support mechanisms are detailed in Section III.

The driving force behind LPA's school-wide assessment system is the Assessment and Accountability Team (A&AT) that works with teachers to review and analyze student and school-wide assessment data. The A&AT uses assessment data to understand the nature of students' knowledge and progress towards mastery of core content courses. They also identify patterns of strengths and needs for each student and collaborates with teachers to assist them with data analysis and individualization of instruction.

Partnerships for Student Learning. The School works diligently to form partnerships to enhance student learning. For example, LPA took an exceptional approach to STEM Education through the school-wide implementation of Project Lead The Way (PLTW), a nationally recognized STEM program which includes not only a 21st century approach to STEM Education for students, but also contains a comprehensive Professional Development component for teachers to ensure that they adopt effective STEM instructional practices (Serpell and Bozeman, 1999)[5].

Under PLTW students are provided with many opportunities to use and apply their academic knowledge to practical, real-world situations. Students are able to explore and investigate stimulating topics such as aerodynamics, astronomics, biological engineering, and environmental sustainability. Through interactions with STEM professionals, tours of STEM business and industries, STEM career days with local guest speakers, University partnerships, Math and Science competitions, and STEM camps. Students will understand how their classroom studies transfer to their lives and college and career aspirations after school.

The 4Cs of Student Learning. LPA uses the "4C's" to move 21st Century education forward (Trilling and Fadel, 2009)[6] by building them into the core curriculum through both the Leadership Curriculum and STEM Education. The instructional methods used by teachers give students the opportunity to apply learned skills in real-world situations that requires students to:

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[4] Nicol, D. and Macfarlane-Dick, D., (2006). *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice, Studies in Higher Education*. Routledge, 31, 199-218.

[5] Serpell, Z. and Bozeman, L. (1999). *Beginning teacher induction: A report on beginning teacher effectiveness and retention.* Washington, DC: National Partnership for Excellence and Accountability in Teaching.

[6] Trilling, B, and Fadel, C. (2009). *21st Century Skills Learning for Life in Our Times*. San Francisco, CA: Jossey-Bass.

1. **Think critically** in order to **solve the complex problems** posed by the questions in their projects and assignments

2. **Collaborate** with one another in order to effectively use the skills of everyone on their team

3. **Communicate** effectively with one another in order to resolve conflicts that may arise while working together

4. Use **creative and innovative** ways not only to solve the problems, but to also present the results of their projects for peer and teacher review

As teachers prepare students for the new global economy, teaching the core content courses—English Language Arts/Reading; Mathematics, Science and Social Studies—are enhanced by incorporating the 4Cs using appropriate grade level tools and supported with teacher professional development. Ensuring that students develop these skills is imperative because 21st Century citizenship requires levels of information and technological literacy that go beyond the basic knowledge of what was sufficient in the recent past.

Question 3: Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD.

Documentation Regarding Programs Offered. In keeping with the goals and objectives of the DCSD, there are many schools that offer additional programs beyond the required curriculum. A thorough search through the Georgia Department of Education (GaDOE) databases did not reveal any K-8 schools that offered programs similar to the ones at LPA. Furthermore, we were unable to identify a school within the DCSD that offered a Leadership Curriculum. Table 1 lists a cross-section of elementary and middle schools in the DCSD and their program offerings.

Table 1: DeKalb County School District Schools Program Offerings

ELEMENTARY SCHOOLS	WHAT DOES THIS SCHOOL OFFER?
Ashford Park Elementary School	STEM Candidate/Dual Language Immersion in German
Austin Elementary School	STEM Candidate
Avondale Elementary School	International Baccalaureate World School
Chestnut Elementary Charter School	Basic Skill focus in enhancing technology
Clifton Elementary School	Technology Magnet Program
DeKalb Academy of Tech. & Environment	Technology Curriculum
DeKalb Elementary School of the Arts	Performing Arts
DeKalb Preparatory Academy	Mosaica School Design
Dresden Elementary School	STEM Candidate
Dunwoody Elementary School	STEM School
Evansdale Elementary School	Magnet in Math, Science and French
Fernbank Elementary School	International Baccalaureate World School
Hambrick Elementary School	Discovery Program
Hawthorne Elementary School	Discovery Program, STEM
Hightower Elementary School	STEM School

ELEMENTARY SCHOOLS	WHAT DOES THIS SCHOOL OFFER?
Huntley Hills Elementary School	STEAM certification in process, Montessori
Midvale Elementary School	International Baccalaureate School
Montclair Elementary School	Discovery Program
Oakcliff Elementary School	Theme School
Oak View Elementary School	STEM
Princeton Elementary School	STEM
Robert Shaw Elementary School	Theme School
Rockbridge Elementary School	Dual-Language Immersion Program in French
McNair Discovery Learning Academy	STEM
Museum School of Avondale Estates	The Museum Model
Vanderlyn Elementary School	STEM
MIDDLE SCHOOLS	**WHAT DOES THIS SCHOOL OFFER?**
Cedar Grove Middle School	STEM Grant Recipient
Druid Hills Middle School	International Baccalaureate World School
Salem Middle School	International Baccalaureate School
Tucker Middle School	International Baccalaureate World School and STEM
Wadsworth Magnet School	STEM

III. DESCRIPTION OF THE EDUCATIONAL PROGRAM

Question 4: Describe the focus of the curriculum.

Curriculum Focus. The foundation of any high performing school is a guaranteed and viable curriculum, which is one of the essential elements of LPA's school design. LPA's curriculum focus is on (see Figure 5: LPA's Curriculum Focus):

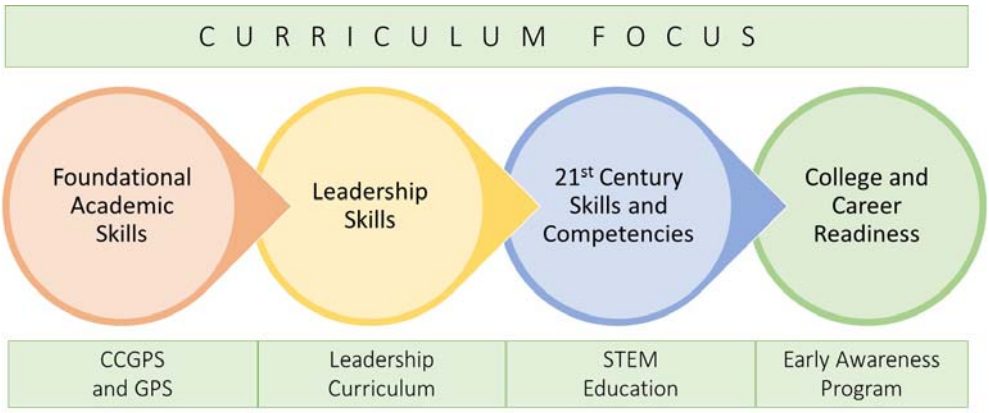


Figure 5: LPA's Curriculum Focus

1. Building students' ***foundational academic skills*** using the CCGPS for English Language Arts/Reading and Mathematics and the GPS for all other content areas including Science and Social Studies through hands-on, student-centered, differentiated instruction to ensure an appropriate balance between basic skills acquisition and higher-level learning.

2. Developing students' ***leadership skills*** for 21st Century success through leadership training and development. The Leadership Curriculum is woven into the CCGPS and GPS core content courses and is complemented with character development studies. Students are able to practice and apply what they learn in normal daily living and within their learning community, at home, and the community at-large.

3. Teaching sound STEM Education to develop and enhance students' ***21st Century skills and competencies***. STEM Education is infused throughout the CCGPS and GPS core content courses providing opportunities for students to learn, practice, and apply STEM methodologies to real world problems and situations.

The over-arching premise for weaving the Leadership Curriculum and STEM Education into the CCGPS and GPS core content courses is to prepare college and career ready students. The instructional program is implemented through the School's *Teaching and Learning Framework* which reflects LPA's blueprint—the 10 essential elements taken from the Effective Schools Analysis—for developing into a high performing charter school.

Question 5: Provide a description of the curriculum and how it will be implemented, including the standards, skills, and content to be covered in each grade the school will serve and must be aligned with the Common Core Common Core Georgia Performance Standards (GPS) so that applicants assure coverage of each standard area topic. Identify materials/programs that the school plans to purchase to support the stated curriculum. This statement should discuss the focus of the curriculum and any distinctive or unique instructional methods to be used that are research-based and standards driven.

Description of the Curriculum. LPA utilizes Bill Daggett's *Rigor/Relevance Framework* to examine curriculum, instruction, and assessment. The *Rigor/Relevance Framework* (see Figure 6: Rigor/Relevance Framework) is based on the two dimensions of higher standards and student achievement—the thinking continuum and the action continuum, respectively. The *Rigor/Relevance Framework* has four quadrants.

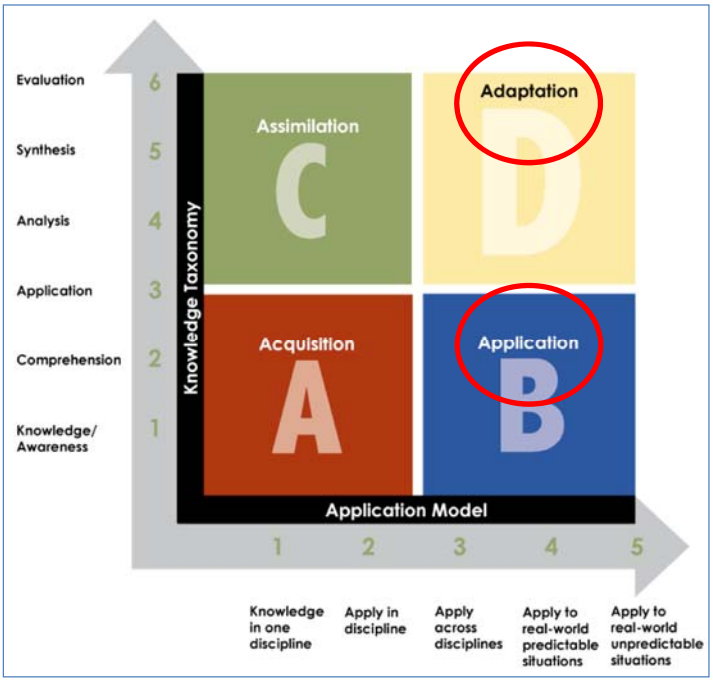


Figure 6: Rigor/Relevance Framework

Quadrant A: *Acquisition* – Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

Quadrant B: *Application* – Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

Quadrant C: *Assimilation* – Students extend and refine their acquired knowledge to automatically and routinely analyze, and solve problems, as well as create unique solutions.

Quadrant D: *Adaptation* – Students have the competence to think in complex ways and apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

The *Rigor/Relevance Framework* serves as a guide for focusing resources and increasing student achievement. LPA's curriculum materials and approach to instruction will ensure that Quadrant B and D skills are being developed and used by all students so they will become critical thinkers, effective communicators, collaborators, and creators. In all classrooms, student performance is expected to improve with the implementation of additional technological tools and STEM Education. Teachers utilize the International Society for Technology in Education (ISTE) 2014 Students Standards (formerly NETS – National Educational Technology Standards) to enhance and support students' educational experiences.

We further understand that the *Rigor and Relevance Framework* is the foundation upon which academic excellence is built and it is the yardstick for measuring **What**, **How**, and **How Well** learning occurs at LPA. Thus, we have designed the *Teaching and Learning Framework* based on current educational research. The components of the *Teaching and Learning Framework* are: **Plan**, **Teach**, **Assess**, and **Evaluate**. The *Teaching and Learning Framework* integrates CCGPS and GPS, Leadership Curriculum, and STEM Education in an interdisciplinary and applied approach to student instruction, based on real-world applications.

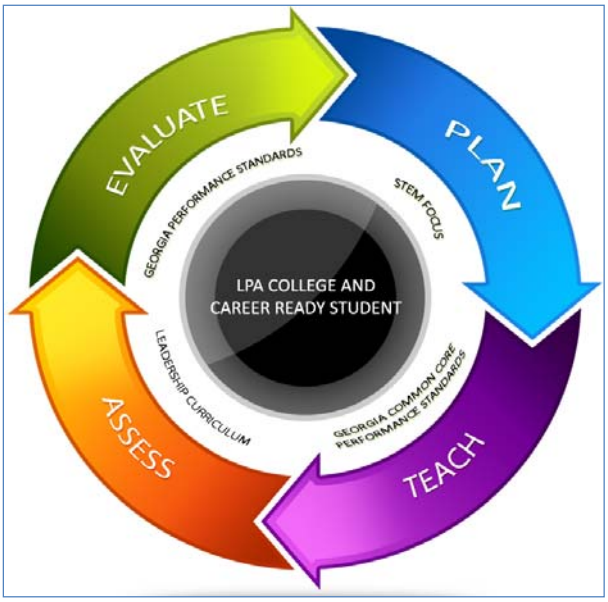


Figure 2: LPA's Teaching and Learning Framework

Teaching and Learning Framework: PLAN – Sound planning is the first step to an effective classroom (Metzer and Fleetwood, 2004)[7]. To ensure effective classrooms for all students, teachers will collaboratively plan units of study and plot the scope and sequence of subject topics with an emphasis on mastering the CCGPS and GPS goals and objectives as well as the learning outcomes of the Leadership Curriculum and STEM Education. CCGPS and GPS provides a consistent framework for teachers to prepare students for success in college and the 21st Century workplace. With CCGPS and GPS, teachers will teach and students will acquire the knowledge and skills they need to meet tomorrow's challenges (Marzano, Pickering, and Heflebower, 2011)[8].

As teachers plan, they will consider the following key questions regarding effective instructional planning:

- What should be taught?
- How should it be taught?
- How should instruction and student learning be assessed?

[7] Metzger, M., and Fleetwood, E. (2004). *Educational Interpreting: Developing Standards of Practice. In E. A.* Winston, *Educational Interpreting: How It Can Succeed*. Washington, D.C.: Gallaudet University Press.

[8] Marzano, Robert J., and Pickering, Debra J. with Heflebower (2011). T. *The Highly Engaged Classroom*. Marzano Research Laboratory. Solution Tree.

The research also says that a solid planning process is integral to teachers' efforts for delivering quality instruction. Further, effective educators demonstrate high expectations for students and select strategies to propel their learning. To accomplish this, teachers will plan differentiated instruction that match tasks, activities, and assessments related to students' interests, abilities, and learning preferences. Teachers will utilize assessment data to plan and develop goals and objectives needed to address each student's needs in accordance with their ILP. They will also sequence curricula material to promote each student's cognitive and developmental growth through a blend of whole group, small group, and individualized learning activities.

LPA has a guaranteed and viable curriculum that fosters learning for all students (see Table 2: LPA Essential Learning Components). It contains all the essential learning—CCGPS and GPS, Leadership Curriculum, and STEM Education—and benchmarks; ensures that teachers have adequate time (extended day/school year) to teach content and for students to learn it; and, students' performance is measured (ongoing formal and informal assessments) and they receive instruction to address their unique learning needs. The curriculum is implemented using LPA's *Teaching and Learning Framework*.

Content Area	K	1st	2nd	3rd	4th	5th	6th	7th	8th
CCGPS Mathematics	●	●	●	●	●	●	●	●	●
CCGPS Reading/ELA	●	●	●	●	●	●	●	●	●
GPS Science	●	●	●	●	●	●	●	●	●
GPS Social Studies	●	●	●	●	●	●	●	●	●
Physical Education	●	●	●	●	●	●	●	●	●
Modern Languages	●	●	●	●	●	●	●	●	●
Leadership Curriculum	●	●	●	●	●	●	●	●	●
STEM Education	●	●	●	●	●	●	●	●	●

Table 2: LPA Essential Learning Components

The Leadership Curriculum fosters a consistent blending of theoretical understandings of leadership with practical applications in normal, daily living. Leadership concepts, understandings and experience opportunities are integrated into the core curriculum, which is based on CCGPS and GPS. Similarly, STEM Education is also integrated into the core curriculum using PLTW to engage students in open-ended problem solving projects.

Teaching and Learning Framework: TEACH – Facilitation of a student-centered classroom is a key characteristic of effective instruction (McCombs and Whisler)[9]. Teachers and administrators will work together to ensure that all classrooms are progressive teaching and learning environments focused on the needs and abilities of each student.

Students will be empowered to use prior knowledge to construct new learning and will be engaged in experiential learning that is authentic, holistic, and challenging (Chall, 2002)[10]. Students will have multiple opportunities to develop their leadership and 21st Century skills and competencies. Teachers will intentionally create these organized and cohesive teaching and learning experiences to help students with making connections to key concepts. Students will be encouraged to reflect on their own learning, share their insights with their peers, and apply new learning to authentic, real-life situations.

Every student will participate in age appropriate activities designed to support leadership and identifying the processes to achieve beneficial outcomes. LPA will continue to provide authentic experiences on how the democratic process functions (Student Leaders Council) and how individuals can impact communities in positive ways (Community Service Projects). As students advance through the grade levels and the Leadership Curriculum, they will learn how to identify community needs, how to develop a plan of action, how to turn a plan into actions, and how to reflect on change and self-awareness.

Student motivation and achievement are enhanced by selecting instructional strategies that are matched to the lesson objectives and individual student needs. A broad repertoire of instructional strategies will permit the teacher to engage and sustain student interest and provide for the needs of auditory, kinesthetic, visual, and tactile learners. The instructional strategies utilized by teachers are evident in student-focused, performance-based classrooms.

While all effective teachers utilize these strategies, the way in which they are implemented within the Leadership Curriculum provides a unique opportunity for students to engage in authentic leadership and academic pursuits. Teachers will utilize research-based instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels which include, but are not limited to, the following:

- Project based learning
- Small group instruction and collaboration with time for self-reflection
- Blended learning (anytime, anywhere learning)
- Student-developed online portfolios
- Community service learning projects

[9] McCombs, B.L. and Whisler, J.S. (1997). *The Learner Centered Classroom and School. Strategies for Increasing Student Motivation and Achievement*. San Francisco, CA Jossey-Bass.

[10] Chall, J.S. (2002). *The Academic Achievement Challenge: What Really Works in the Classroom?* New York City, NY Guilford.

Teaching and Learning Framework: ASSESS – Classroom assessment is one of the teacher's most essential educational tools. The purpose of classroom assessments is to support students' learning (Black and Williams, 2002)[11] and to communicate that learning to all stakeholders. At LPA, the assessment of learning will comprise three types—(1) initial or diagnostic (benchmarks), (2) formative, and (3) summative assessments. Using assessment results, teachers will know at the outset where their students are in terms of their learning and will continually check on their progress through monitoring and strengthening student feedback. Teachers will utilize multiple sources of formative assessments, both formal and informal. The types and methods of assessment teachers utilize will depend on the following:

- The nature of the information being taught
- The purpose of the instruction
- What the teacher wants to learn from the assessment

Since assessment and instruction go hand-in-hand, teachers will use ongoing assessment data to inform instruction and determine whether or not the educational goals of each student are being met. To answer the question, "Are we teaching what we think we are teaching?" Teachers use pre-assessments to find out what students already know and where the gaps and deficiencies exist. Through formative assessments, teachers will also be able to check their students' understanding during instruction and keep track of which students will need remediation or acceleration. This answers the question, "Are students learning what they are supposed to be learning?" Summative assessments are used to measure students' expected levels of proficiency in CCGPS and GPS and determine if they are ready to move to the next grade.

LPA's Assessment and Accountability Team (A&AT)—composed of the Academic Coach, the Chief Learning Officer, Chief Academic Officer, and selected classroom and gifted teachers—works with teachers to review and analyze student and school-wide assessment data. The A&AT believes that assessments should not be used to simply judge how much students know but to comprehend the nature of their knowledge and understandings as well as to identify patterns of strengths and needs. The A&AT answers the question, "Is there a way to teach the subject better, thereby promoting better learning?" The School's approach to utilizing data ensures a data-driven decision-making culture at the school, that:

- Ensures academic success for all students
- Makes data part of the ongoing cycle of instructional improvement
- Maintains the School's assessment and data system
- Continues to provide support in the interpretation of assessment data for teachers and students along with their families

See Section VI of this document for a complete description of all assessments and schedule of assessments used at the School. In summary, LPA's comprehensive approach to assessment ensures:

1. *Appropriate diagnostic feedback*: What is each student's knowledge base? What is each student's performance base? What are each student's needs? What has to be taught?

2. *Suitable standards are set*: What performance demonstrates understanding? What performance demonstrates knowledge? What performance demonstrates mastery?

[11] Black, P., Harrison, C., Lee, C., Marshall, B., & William, D (2003). *Assessment for learning: Putting it into practice. Buckingham*. England: Open University Press.

3. *Continuous progress monitoring*: How is the student doing? What teaching methods or approaches are most effective? What modifications to a lesson are needed to help the student?

4. *Teaching and learning related to students' progress*: What have students learned? Can students talk about their new knowledge? Can students demonstrate and use new skills in other areas of study?

5. *Motivation and performance*: Student self-evaluation—Now that I'm in charge of my learning, how am I doing? Now that I know how I'm doing, how can I do better? What else would I like to learn? Similarly, for teacher self-evaluation—What is working for students? What can I do to help students more? In what direction should we go next?

Teaching and Learning Framework: EVALUATE – One of the keys to student success at LPA is the engagement of teachers in systematic reflection on their teaching (Saphiers, Haley-Speca and Gower, 2008)[12] since it plays such a critical role in the transformation of teaching and learning. Reflection help teachers better understand their practice and what works in the classroom, examine the effectiveness of a lesson, and use the evaluation to drive future instructional decisions. Further, reflection helps teachers to grow and learn more holistically. This ongoing evaluation is a form of problem solving (self-assessment) to improve teaching and learning and to ensure success for all students (see Figure 7: Areas of Teaching and Learning Reflection).



Figure 7: Areas of Teaching and Learning Reflection

Teachers actively engage in reflection and from time to time ask and answer a series of questions (Danielson, 2007)[13] which may include, but are not limited to, the following: How do I interact with students? How do I respond when students ask questions? What kind of classroom atmosphere do I create? What kinds of questions do I ask students? Is my classroom predictable or spontaneous? Are my students actively involved in learning? Why did a particular lesson not go over well? Why did a particular lesson go over well? Am I using wait time before and after I receive responses to questions? Are my students listening to each other? Are my students taking the time to think about problems, ideas, questions, etc.?

Ultimately, through reflection and with the help of the A&AT, teachers strive to create a classroom where students are: talking to each other, disagreeing, challenging, and debating; willing to take risks; explaining their ideas clearly and precisely; and reflecting on their learning experiences to identify what was hard or easy for them, what worked or did not work, and what they liked or did not like. LPA understands that change is difficult and supports its teachers in their self-reflection process by encouraging them to identify their own positive classroom practices and continue to use them and to implement changes one piece at a time and not try to make too many changes all at once.

[12] Saphiers, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*. Acton, MA: Research for Better Teaching.

[13] Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

CCGPS and GPS. The core curriculum of Reading/English Language Arts, Mathematics, Science, and Social Studies, plus Health and Physical Education and Modern Languages (Spanish and French) are taught to all students. Teachers instruct students using CCGPS and GPS core content courses to build their foundational academic skills and prepare them for a wider range of scholastic readiness. Further, teachers integrate the Leadership Curriculum and STEM Education into the core curriculum to develop and build students' knowledge, skills and competencies required for successfully thriving and leading in the 21st Century.

LPA recognized the need for more intentional and rigorous instruction in the area of science based on student achievement data (see Appendix 1C – Student Data Dashboard) and a survey of teachers indicating that they lacked confidence in their ability to deliver science instruction. As a result, the School is focused on providing a comprehensive STEM Education for students that is supported by the *National Science Teachers Association's* position (2014)[14] that states:

> *"Early experiences in science enables students to develop problem solving skills… where teachers work [simultaneously] to nurture students' understanding and enthusiasm for science… so in the middle grades they can build on prior knowledge and attain the necessary skills to participate successfully and responsibly in the new global economy that is increasingly scientific and technological in nature."*

LPA's STEM Education is being implemented using *Project Lead The Way* (PLTW), which is a nationally recognized, high-quality STEM program with a comprehensive professional development component for teachers. This addresses teachers' concerns and provides support relative to their lack of confidence in delivering science instruction. Students will be introduced to the scope, rigor and discipline of STEM principles in a variety of disciplines. Through PLTW, students will gain the foundational skills in various STEM disciplines related to design, analysis, research, writing, presentation and entrepreneurship to work effectively with others and to solve problems. PLTW is described in more detail under STEM Education.

Teachers instruct students in CCGPS and GPS using scientifically research-based (SBR) best instructional practices in curriculum, instruction and assessment to ensure the acquisition of key academic skills that are reinforced in all content areas. Students learn how to reason and use their foundational academic skills purposely as they comprehend, construct, convey meaning, and solve problems. The aim of the entire instructional team is to provide all students with effective strategies and multiple opportunities to apply, reinforce and demonstrate them in order to meet their individual needs. This is evidenced by the School's overall achievement record described in Appendix 1C: Student Data Dashboard.

LPA's instructional team remains committed to serving all students—those performing at or above grade level and those who are at-risk of academic failure or disengagement—to ensure that they achieve at high levels while gaining the knowledge and developing the skills and competencies needed to succeed in the new global economy that is becoming increasing scientific and technological in nature (see Table 2: LPA Essential Learning Components). LPA will continue to evaluate resources and materials that support student learning using the *Rigor/Relevance Framework* to ensure that all materials and resources being used meet the needs of all students.

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[14] *National Science Teachers Association Position Statements* (2014) *Elementary School Science* http://www.nsta.org/about/positions/elementary.aspx *and Science Education for Middle Level Students* http://www.nsta.org/about/positions/middlelevel.aspx. Retrieved July 21, 2014.

The School's Health and Physical Education program will follow the GPS Framework for Health and Physical Education. The expectations will be for students to build on their previous experiences, including those students with disabilities. Although developmental appropriateness figures importantly in these guidelines, the PE teacher is aware that students are likely to display some characteristics and skills appropriate to groups above and below their age group. The PE teacher is also aware of the total experience of a comprehensive health and physical education program across age groups.

All students will be provided Modern Language instruction in French and Spanish. Research suggests time spent on Modern Language studies strongly reinforces the core subject areas of reading, English language arts, social studies, and mathematics. Modern Language learners consistently outperform control groups (Armstrong and Rogers 1997, Saunders 1998)[15] in core subject areas on standardized tests. In addition to developing a lifelong ability to communicate with individuals from other countries and backgrounds, other benefits include improved overall school performance and superior problem-solving skills (Bamford and Mizokawa, 1991)[16].

Students will learn a Modern Language and will practice skills conversationally through the use of technology. The Modern Language program will reinforce vocabulary, use real-life images, actions, and events, and students will need to demonstrate mastery before proceeding to the next level. Instruction will include geographical and cultural instruction to develop a better perspective of America's place in the world. Curtain and Dahlberg stated in their 2004 study, "Exposure to a foreign language serves as a means of helping students develop their intercultural competence. The awareness of a global community can be enhanced when students have the opportunity to experience involvement with another culture through a foreign language."[17]

Leadership Curriculum. Leadership is a practical life skill focusing on personal leadership, group leadership, and career and organizational leadership. The role of leadership is vital to the development of our state and nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and be active participants in every aspect of their lives. The Leadership Curriculum is designed to guide students as they grow and learn and help them adopt traits and actions that demonstrate leadership, respect for the democratic process, and a commitment to improving their community on a daily basis.

The Leadership Curriculum fosters a consistent blending of theoretical understandings of leadership with practical application in normal, daily living. Leadership concepts, understandings and experience opportunities are centered on four strands, aligned to CCGPS and GPS, that identifies important processes, skills, and experiences that promote leadership skills development in all students. These strands are:

[15] Armstrong, P.W. and Rogers, J.D. (1997). *Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language Arts. Learning Languages*, Spring. 20-31.

[16] Bamford, K.W., and Mizokawa, D. T. (2006). *Additive-Bilingual (Immersion) Education: Cognitive and Language Development*. Language Learning Vol. 41, Issue 3, p. 413-429.

[17] Curtain, H. and Dahlberg, C. (2004) *Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8*. Third Edition. New York: Longman.

1. *Self-knowledge* – Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of settings. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

2. *Knowledge of others* – A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

3. *Knowledge of leadership skills* – A respected leader models responsible behavior and behaves ethically. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication. Students will learn critical thinking skills, as well as learn how to set goals, make decisions, manage resources, and solve problems.

4. *Knowledge of contexts and situations* – To become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

The strands have been placed in this order simply as an organizational tool, because it is clear that leadership development does not occur in a linear process. Some individuals practice leadership naturally before they are aware of its elements, while others require development of their own self-confidence and skills before they can become effective leaders. This curriculum is designed to promote an awareness in all students of their potential for leadership at many levels—at home, at school, the workplace, and in local, state, and national communities.

As a result, students: (i) develop an awareness of their own leadership potential; (ii) develop essential leadership skills that enable them to act responsibly in all aspects of their lives; (iii) become citizens who possess the leadership abilities to meet present and future challenges in the new global economy; and (iv) learn and practice essential leadership skills within their learning community. LPA accomplishes this by focusing on leadership training, rigorous academics, and character development studies.

Further, all elements of the Leadership Curriculum are organized by grade-ranges and matched to age-appropriate CCGPS and GPS lesson plans and activities. The Leadership Curriculum is unique in that it was not written as an add-on curriculum. Rather, it suggests ways in which core curriculum content courses, currently being taught in classrooms, can support the development and practice of leadership skills for students. While certain leadership topics have been highlighted for discussion throughout the program, the intent is to provide a framework that allows teachers to embed leadership development into existing instruction within all subject areas and grades.

The Leadership Curriculum does not prescribe any particular method for teaching leadership skills, rather, it provides flexibility for teachers to customize their lesson plans for incorporating the Leadership Curriculum. The Leadership Curriculum offers many ideas and resources to assist teachers with developing students' leadership skills. Sample instructional activities, strategies, and resources are included in the Leadership Curriculum. Equally important is the parenting component of the Leadership

Curriculum that is designed to provide parents with the skills to be model leaders in the home and the community, serving as encouragers and leadership role models for their students.

LPA believes that the core curriculum combined with the Leadership Curriculum is innovative and encourages students, staff, and parents to acquire and implement ways of learning as well as demonstrating proficiency through internet-based assessments and community-based activities. The expectation is that students will understand and model effective leadership traits that include, but are not limited, to the following: responsibility, courage, reliability, self-reliance, vision, tolerance, and initiative. LPA believes that as students learn and acquire these skills, they will become self-actualized, independent learners accepting responsibility for setting and attaining their own personal and academic goals.

The Leadership Curriculum is sub-divided into grade clusters for the purpose of developing student leadership expectations: K-2, 3-5, and grades 6-8. Within each grade cluster, standards have been delineated for each organizing strand. Taken as a whole within the grade cluster, the standards provide an array of skills, processes, and opportunities that enable students to develop leadership skills appropriate to their age group. However, the standards were actually developed in a horizontal format, with a clear progression of continuity and increasing complexity through the elementary and middle grades. The following is an overview of the Leadership Curriculum strands and standards (see Appendix 2: Curriculum).

LEADERSHIP CURRICULUM FOR GRADES K-2

Strand: Self Knowledge (SK)

SK1 Students will examine their own self-image.

a. Identify personal roles in the family, class, and school.
b. Describe personal views of self, such as strengths, weaknesses, learning style.
c. Explore influences on self, such as family and community customs and traditions.

SK2 Students will examine their own behaviors and how they contribute to group interaction.

a. Describe characteristics of his or her responsible behavior, such as respect trustworthiness, caring and fairness.
b. Identify ways to assume responsibility in the family, class, and school.
c. Identify ways to help others in the family, class, and school.

Strand: Knowledge of Others (KO)

KO1 Students will identify the characteristics of others.

a. Describe the characteristics of positive behavior in others, such as trustworthiness, caring, respect, and fairness.
b. Discuss others' roles of responsibility in the family, class and school.

KO2 Students will examine the needs and concerns of others.

a. Identify the goals of others in various communities, such as home, class and school.
b. Identify ways to help others in the family, class and school.

KO3 The student will consider the way others view and respond to the world.

a. Explore the different family traditions and customs represented in the school and community.
b. Discuss how roles vary in different cultures.

KO4 The student will communicate with others.

a. Practice listening and questioning skills in order to better share ideas.
b. Practice interaction with others in a variety of settings and situations.
c. Utilize appropriate forms of technology to communicate Standards.

Strand: Knowledge of Leadership Skills (LS)

LS1 Students will identify the characteristics of leaders.

a. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.
b. Identify leaders within the family, classroom, and school.
c. Describe positive and negative leadership traits as seen in fictional characters or in historical figures.

LS2 The student will explore the role of the follower.

a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower.
b. Examine the importance of listening, taking directions, following assigned chains of command, and being supportive.

LS3 The student will communicate effectively in pairs, small groups, teams, and large groups.

a. Develop active listening skills and good reading strategies.
b. Share ideas, both verbally and in writing.
c. Identify the difference between facts and opinions.
d. Recognize differences of opinion.
e. Provide positive feedback.
f. Support other group members to achieve positive team development.
g. Utilize appropriate forms of technology to communicate within the school, the local and global communities.

LS4 The student will identify and practice decision making skills.

a. Recognize problems.
b. Gather facts for decision making and problem solving.
c. Make simple decisions.
d. Manage personal, classroom, and school resources.
e. Utilize technology for fact-finding, decision-making and problem-solving.

LS5 The student will recognize the importance of setting goals.

a. Define and set personal short term goals.
b. Identify long term goals.
c. Share personal goals.
d. Discuss the importance of setting goals.

Strand: Knowledge of Contexts & Situations (CS)

CS1 The student will understand that different settings affect leadership roles.

a. Understand that the student's role as follower or leader may change at different times.
b. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.
c. Investigate the ways technology influences the leader.

CS2 The student will identify his or her community and community needs.

a. Name different communities in which people can concurrently hold membership, such as family, class, and school.
b. Identify important community needs.
c. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all.

CS3 The student will explore the concept of citizenship.

a. Describe the roles and responsibilities of a citizen in the family, class, and school.
b. Recognize and describe ways that good citizens assume active roles in the family, class, and school.

CS4 The student will explore the concept of protecting and caring for people and things.

a. Recognize that good leaders take care of and preserve their family, class, and school communities.
b. Illustrate that respect and caring for others include sharing school resources.
c. Research the ways in which decisions influence the environment.

CS5 The student will practice leadership through service in a variety of communities.

a. Recognize that community needs can be more important than individual benefits.
b. Demonstrate and provide examples of unselfish behavior.
c. List ways that good leaders care about the needs of others.

LEADERSHIP CURRICULUM FOR GRADES 3-5

Strand: Self Knowledge (SK)

SK1 The student will examine his or her own self-image.

a. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection.
b. Investigate outside factors that may influence self-image, such as others' opinions in certain situations.
c. Recognize that self-image may change over time and in different situations.

SK2 The student will examine his or her own behaviors and how they contribute to group interaction.

a. Discuss personal style of interacting effectively with others.
b. Predict future leadership roles and steps necessary to achieve them.

Strand: Knowledge of Others (KO)

KO1 The student will examine the needs and concerns of others.

a. Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance.
b. Act as a member of a group to develop a plan for addressing group needs and concerns.

KO2 The student will communicate with others.

a. Interact in pairs, small and large group, school, and community.
b. Develop listening and questioning skills in order to effectively share ideas in a variety of settings.
c. Utilize appropriate technology to communicate in a variety of settings.

KO3 The student will practice teambuilding skills.

a. Participating in and leading team projects for the class, school, and/or community.

Strand: Knowledge of Leadership Skills (LS)

LS1 The student will identify the characteristics of leaders.

a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).
b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.

LS2 The student will explore the role of the follower.

a. Understand that followers can support and advance the cause of their leaders.
b. Understand and explain the importance of active participation as a follower.
c. Examine the importance of being an informed follower and the role of flexibility in being a follower.

LS3 The student will communicate effectively in pairs, small groups, teams, and large groups.

a. Listen and read for purpose, meaning, and expression of feeling within a variety of situations.
b. Share ideas, both verbally and in writing.
c. Identify the difference between facts and opinions.
d. Provide and respond appropriately to positive feedback.
e. Empathize with others.
f. Work as a team to communicate and support group projects.
g. Utilize technology to communicate with individuals and teams.

LS4 The student will identify and practice decision making skills.

a. Generate alternative solutions to problems.
b. Work toward consensus in making group decisions.
c. Participate in orderly, organized group processes.

LS5 The student will recognize the importance of setting goals.

a. Recognize that it is possible to have a variety of personal goals.
b. Review and set new short term goals on a regular basis.
c. Identify long term goals.
d. Evaluate and modify personal goals.
e. Identify personal experiences for achieving one's goals.

Strand: Knowledge of Contexts & Situations (CS)

CS 1 The student will understand that different settings affect leadership roles.

a. Understand that the student's role as follower or leader may change at different times.
b. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.
c. Discuss the impact of technology on leadership roles.

CS2 The student will identify his or her community and community needs.

a. Distinguish between the needs and wants of communities within the class, school, locality, and state.
b. Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people.
c. Recognize that compromises, sacrifices, and consequences are part of making community choices.

CS3 The student will explore the concept of citizenship.

a. Describe the roles and responsibilities of a citizen in the family, class, and school.
b. Recognize and describe ways that good citizens assume active roles in the family, class, and school.

CS4 The student will explore the concept of protecting and caring for people and things.

a. Provide personal examples of protecting and caring for people and things in the class, school, and community.

b. Investigate ways in which good leaders are concerned about their community.
c. Investigate ways that leaders influence the global society and the environment.

CS5 The student will practice leadership through service in a variety of communities.

a. Recognize that community needs can be more important than individual benefits.
b. Demonstrate and provide examples of unselfish behavior.
c. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels.

LEADERSHIP CURRICULUM FOR GRADES 6-8

Strand: Self Knowledge (SK)

SK1 The student will explain elements of his or her own self-image.

a. Investigate ways in which peers can influence a person's self-image, such as through fashion and social activities.
b. Explore personal interests, values, and skills that support personal growth as leaders.
c. Examine effects of positive or negative self-image on relationships with others.

SK2 The student will identify ways in which his or her behaviors influence others.

a. Identify influences on one's own ideas and behaviors, such as family, friends, and media.
b. Identify one's own attitudes and biases toward others, such as admiration or jealousy.
c. Make personal predictions of future leadership roles and identify ways to achieve them.

Strand: Knowledge of Others (KO)

KO1 The student will identify the interests, values, styles, and behaviors of others.

a. Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others.
b. Recognize contributions of people from different backgrounds and experiences.
c. Create strategies to integrate new members into a group.

KO2 Student will interact with others to develop strategies to support the needs of others.

a. Work in pairs, small and large groups, school, and community.
b. Develop listening and questioning skills in order to comprehend and reflect with deeper understanding the ramifications of ideas, statements, and opinions in a variety of settings.
c. Develop writing skills for providing directions/procedures, persuasive essays, and factual information for others to read and comprehend with clarity.
d. Participate in situations that promote debates and reactions to classroom, school, and community concerns.
e. Utilize appropriate forms of technology to communicate with others.

KO3 The student will practice teambuilding skills.

a. Leading and participating in team projects for the class, school, and/or community.
b. Develop presentation skills in order to effectively share ideas in a variety of settings.
c. Develop action plans that identify and assign individual roles and responsibilities required to achieve desired outcomes or solutions.
d. Review the concepts of trust, responsibility, accountability, commitment, and shared vision.

Strand: Knowledge of Leadership Skills (LS)

LS1 The student will identify the characteristics of leaders.

a. Analyze the effectiveness of leaders according to the traits they demonstrate.
b. Identify situations where advances in technology affected the decisions leaders made.

c. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, competence, integrity, ethics (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).
d. Demonstrate a specific leadership trait appropriate for activities in the classroom, school, community, and personal life.

LS2 The student will explore the role of the follower.
a. Discuss the loyalties of followers and where they place their support.
b. Understand and explain the importance of active participation as a follower.
c. Learn when and how to question leadership respectfully.
d. Discuss the concept of civil disobedience.

LS3 The student will communicate effectively in pairs, small groups, teams, and large groups.
a. Analyze and interpret purpose, meaning, and expression of feeling within variety of situations.
b. Use effective written, verbal, and nonverbal skills to present information.
c. Identify the difference between facts and opinions.
d. Provide and respond positively to constructive criticism.
e. Examine one's own ideas and feelings in relation to those of others.
f. Work toward consensus in groups.
g. Demonstrate team building skills that promote effective communication and project completion.
h. Utilize technology and multimedia sources to create responses that are meaningful to individuals or groups concerning leadership.

LS4 The student will identify and practice decision making skills.
a. Evaluate potential outcomes of a decision.
b. Consider advice from others when making decisions.
c. Generate objectives and strategies to make effective decisions.
d. Monitor and evaluate progress toward accomplishing objectives.
e. Define and use parliamentary procedure to facilitate decision making.

LS5 The student will recognize the importance of setting goals.
a. Define vision.
b. Relate personal goals to one's own vision.
c. Develop a personal action plan to achieve goals.
d. Recognize the risks involved in presenting one's personal vision.
e. Consider the contributions of others to one's own vision.
f. Celebrate personal accomplishments, achievements, and accountability that promote self-esteem and pride.

Strand: Knowledge of Contexts and Situations (CS)

CS1 The student will understand that different settings affect leadership roles.
a. Identify situations where the student's role as a follower or leader may change to meet desired outcomes.
b. Discuss the impact positive and negative conclusions or opinions might have on outcomes and determining the best solutions.

CS2 The student will identify his or her community and community needs.
a. Compare, contrast, and evaluate the needs of communities within the school, locality, state, and nation.

b. Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people.
c. Prioritize the needs of a community in terms of opportunities, benefits, and costs.

CS3 The student will explore the concept of citizenship.

a. Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation.
b. Select active roles to assume in the class, school, locality, state, and nation.
c. Understand how state and local governments operate.

CS4 The student will explore the concept of protecting and caring for people and things.

a. Define and apply the concept of stewardship.
b. Illustrate examples of how good leaders protect their community and its resources.
c. Devise plans to take care of and preserve the school, local, state, and national communities.
d. Identify ways to affect change or influence government about community concerns and issues.

CS5 The student will practice leadership through service learning using a variety of approaches.

a. Recognize that community needs can be more important than individual benefits.
b. Develop an action plan to implement service learning projects.
c. Illustrate altruistic behavior.
d. Examine the idea that good leaders receive intrinsic reward by volunteering for community service.
e. Integrate technology to support service learning projects.

As students matriculate from kindergarten through the eighth grade, they will be able to articulate, differentiate, and use key leadership concepts that include, but are not limited to, the following: authority, charisma, charismatic leadership, dependability, discipline, excellence, fairness, followership, hero, functional leadership, justice, management, perseverance, purposefulness, responsibility, self-awareness, self-discipline, self-reliance, servant leadership, situational leadership, transformational leadership, trustworthiness, truthfulness, and vision. LPA students will actively serve in various leadership roles, demonstrate the characteristics of effective leaders, and determine which situations require which leadership skills.

STEM Education. LPA's STEM Education is also integrated into the core curriculum, which is based on CCGPS and GPS, through *Project Lead the Way* (PLTW) to engage students in open-ended problem solving projects. PLTW is a nationally recognized STEM Education program to help students develop the skills and competencies necessary to succeed in the new global economy. See Appendix 1E – PLTW Agreement and Appendix 2 – Curriculum for a detailed description of the PLTW Frameworks. LPA understands that jobs in STEM fields will grow 17 percent by 2018. This is nearly double the growth for non-STEM fields (U.S. Department of Commerce). By 2018, the United States will have more than 1.2 million unfilled STEM jobs because there will not be enough qualified workers to fill them. STEM is where jobs are today and where the job growth will be in the future.

PLTW will help prepare students for college and career by providing them with opportunities to apply what they know, identify problems, find unique solutions, and lead their own learning, rather than be passive recipients of information in a question-and-answer, right-or-wrong teaching and learning environment. Students investigate topics that include aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and engage in activities such as:

- Interact with STEM professionals (in support of classroom instruction)
- Tour STEM businesses/industries
- STEM career days
- University partnerships
- Math and science challenge competitions
- STEM camps

With PLTW, teachers will use STEM best practices that focus on students solving real world problems via STEM applications. Students will maintain individual online portfolios that demonstrate their skills acquisition and knowledge base via collections of personal work. Teachers incorporate a culminating project for the year that integrates all the STEM content areas. LPA has taken this exceptional approach to combining its core curriculum content courses with STEM Education using PLTW. This innovative approach to STEM Education is designed to capitalize on the success of:

- *Saturday Science Academy* (SSA), a nationally recognized science enrichment program developed by Dr. Melvin Webb, Professor Emeritus at Clark Atlanta University (CAU). Students attended a 10-week long program each semester where they engaged in hands-on science activities that were taught by subject matter experts (SMEs) from various STEM disciplines. These SMEs included: engineers, computer scientist, mathematician, journalist, and a chef. The goal of the program was to expose students to various science disciplines in a fun and engaging teaching and learning environment that was interactive and interdisciplinary in nature.

  Example of an Activity: The chemistry of making a waffle. Students selected and measured the ingredients for mixing waffle batter (flour, eggs, oil, baking soda, etc.). Then, with appropriate adult supervision, students cooked the waffles in a few short minutes. The Chef explained to students that most people do not regard cooking as a chemical process, but cooking relies on the various interactions of the chemicals contained in the ingredients used to make the waffle.

  The Chef reviewed the basic chemistry of some of the most common ingredients used in cooking, which the students themselves had just used for making the waffles. The Chef explained that flour is high in gluten (protein) and is the substance that gives the waffle its fine texture; oil acts as a softener and prevents air bubbles from escaping the batter and it also gives the waffle a soft texture; similarly, the eggs retained air bubbles and also acted as a binder to keep the ingredients together. The Chef concluded the "experiment" with a discussion of how the smell and deliciousness of a waffle were made by the different chemicals in the ingredients as well as the physical changes of the ingredients.

  Students observed, experimented, and learned first-hand about the chemistry of cooking. They used many of the skills learned during the school day, such as measurements (math); and recording the process and observations (writing) in their science journals.

- *Pi Day* which was observed at the School (March 14) as part of a world-wide celebration of Pi (Greek letter π). It is a symbol used in mathematics to represent a constant—the ratio between the circumference of a circle to its diameter. Parents joined their students to celebrate Pi Day by: seeing who could memorize the most digits in Pi; having Pi snacks like cupcakes, cookies, and pies; making Pi posters; whacking around round objects (all types of balls); and, measuring circular objects in their classrooms and discussing the importance of correct measurements with their teachers.

- Georgia STEM Day (May 9) was a school-wide day to raise awareness of STEM and celebrate and engage in activities involving science, technology, engineering and mathematics. Parents joined students and guest STEM speakers and teachers for an exciting day of fun STEM activities and ideas. Middle school students mentored the elementary students and demonstrated hands-on experiments, for example, discovering and learning about chemical reactions by observing what happens when water or vinegar is mixed with salt, sugar, baking soda and corn starch.

LPA integrates technology across the curriculum because the School understands that technology continues to change the way we learn, teach and communicate. Consequently, LPA takes a proactive and intentional approach to integrating grade level appropriate technology skills into daily instructional activities in the following three ways: (1) teaching about technology; (2) teaching with technology; and, (3) helping students apply technology to real life situations. Technology integration is aligned to the International Society for Technology in Education (ISTE) 2014 Standards for Students to support student achievement (see Figure 8: ISTE Students Standards).

Students use technology-based tools to express their ideas more clearly; access information; and collaborate with other students on projects. Technology is also used to assist students with visualizing abstract concepts, participate in rigorous simulations, gather data, analyze and manipulate data, compose music, create art as well as their individual online portfolios. Teachers and students will be comfortable using technology in the classroom.

Technology will not replace teachers, nor will it diminish their importance, but rather complement and allow quality teachers the ability to create new and exciting opportunities for student learning and opportunities for real-time assessments. As students begin to use the technological resources to manage their learning, the role of the teacher will transform from lecturer to facilitator, freeing the teacher from the role of purveyor of facts and allowing the teacher to encourage the students to use the technology as a tool for problem solving and decision making (Hopson, M., Simms, R., Knezek, G. 2002)[18].

LPA will incorporate a number of blended learning strategies to complement and support classroom instruction. Sameer Babu (2009) defines blended learning[19] as the integration of live classroom activities, including face-to-face instruction, with online learning and instruction. Teachers will use technology to create activities that will allow for more authentic learning in the classroom (Deade and Korte, 2007)[20]. These blended learning opportunities will be designed to capitalize on students' interests and build on what they already know so students are engaged in the practice of leadership, STEM and core learning.

Additionally, through video conferencing technology, students will have the opportunity to observe cutting-edge scientific experiments, and analyze and interpret data for themselves. Through this process, students will begin to deal with incomplete information, identify patterns, and draw conclusions and, sometimes, observe that there may not be a single right answer to a problem. According to Deade and Korte, the greater exposure students have to authentic disciplinary communities, the better prepared they will be "to deal with ambiguity" and put into practice the kind of higher order analysis and complex communication that will be required of them as professionals.

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[18] Hopson, M., Simms, R., and Knezek, G. (2002). *Effects of a technology enriched learning environment on student development of higher order thinking skills*. Journal of Research on Computing in Education.

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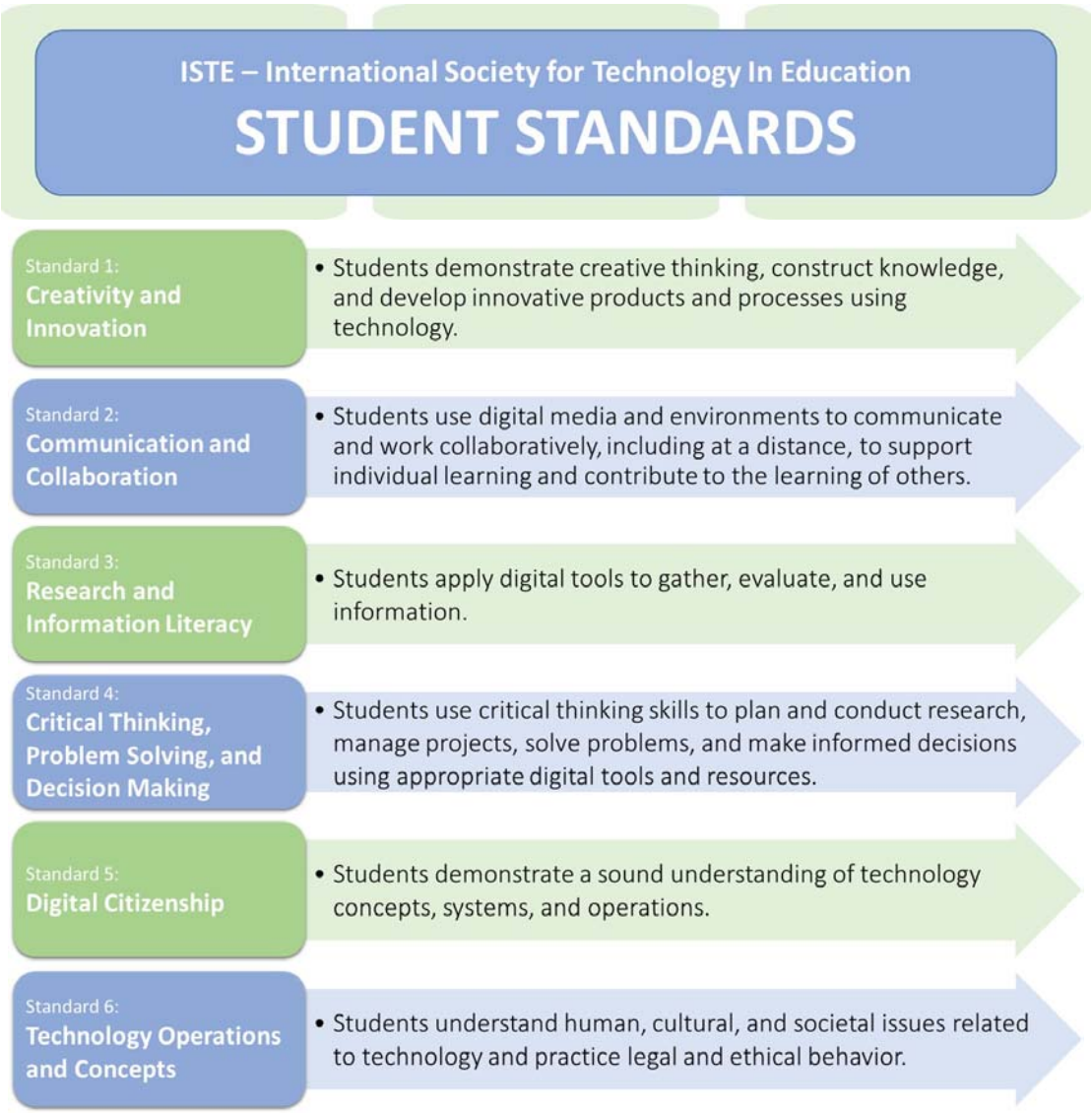


Figure 8: ISTE Students Standards
(Formerly NETS – National Education Technology Standards)

Students will use technology tools to express their ideas more clearly; to access information; and to help them to collaborate with other students on projects. Technology will also be used to assist students with visualizing abstract concepts, participate in rigorous simulations, gather data, analyze and manipulate data, compose music, create art; and create online portfolios of their work. Technology integration in the classroom has been occurring gradually and is based on the Technology Integration Model developed at the Florida Center for Instructional Technology.

Table 3: Levels of Technology Integration in Classrooms
Florida Center for Instructional Technology

Technology Integration Model Characteristics of the Learning Environment	LEVELS OF TECHNOLOGY INTEGRATION				
	Entry. The teacher uses technology to deliver curriculum content to students.	**Adoption**. The teacher directs students in the conventional use of tool-based software.	**Adaptation**. The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish a task.	**Infusion**. The teacher creates a learning environment that infuses the power of technology tools throughout the day across subject areas.	**Transformation**. The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
Active. Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer based learning.	Students begin to utilize technology tools to create products, e.g., using word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, e.g., using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitation of even the best school library.
Collaborative. Students use technology to collaborate with others rather than working individually at all times.	Students primarily work alone when using technology.	Students have opportunities to use collaborative tools such as email, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the school day and across subject areas, students use technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
Constructive. Students use technology to build understanding rather than simple receive information.	Technology is used to deliver information to students.	Students begin to use constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students use technology to make connections and construction understanding across disciplines and throughout the day.	Students use technology to construct, share, and publish knowledge to a worldwide audience.
Authentic. Students use technology tools to solve real-world problems meaningful to them rather than working on artificial assignments.	Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Students have opportunities to apply technology tools to some content-specific activities that are based on real-world problems.	Students have opportunities to select and modify technology tools to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines.	By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.
Goal Directed. Students use technology to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Student receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.	From time to time, students have the opportunities to use technology to either plan, monitor, or evaluate an activity.	Students have opportunities to select and modify the use to technology tools to facility goal-setting, planning, monitoring, and evaluating specific activities.	Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities at a level that would be unattainable without the support of technology tools.

College and Career Early Awareness Program: All classrooms begin the day with Morning Meetings. Research related to morning meetings demonstrates significant and wide-ranging support for them. The notion of morning meetings originated from the Responsive Classroom approach to teaching and learning (Kriete, 2002). According to the Morning Meeting book, written by Roxanne Kriete, there are five main benefits of Morning Meeting that leads to a Responsive Classroom[21]:

1. Morning Meeting sets the tone for respectful learning and establishes a climate of trust

2. The tone and climate of Morning Meeting extend beyond the Meeting

3. Morning Meeting motivates children by addressing two human needs: the need to feel a sense of significance and belonging and the need to have fun

4. The repetition of many ordinary moments of respectful interaction in Morning Meeting enables some extraordinary moments

5. Morning Meeting merges social, emotional, and intellectual learning

The Morning Meeting consist of greeting, sharing, group activity, and news/announcements. During the sharing and group activity part of the Morning Meeting, teachers will incorporate the character development studies as well as early college and career awareness to support the development of 21st Century scholars and leaders. At LPA, becoming college and career ready begins the moment students enter the School. The foundation for becoming college and career ready begins with the development each student's ILP. For example, all middle school students are registered in GAcollege411 (www.GAcollege411.org). During connections classes, students are required to record their activities, towards meeting their ILP college and career ready goals, in their GAcollege411 account.

LPA will continue to incorporate activities inside and outside the classroom that emphasizes and reinforces the college and career ready culture at the School. At the elementary level, these activities include, but are not limited to, the following:

- Classrooms named after national colleges and universities
- Teacher's post: I graduated from _____, ask me about it!
- Students are informed of high school graduation year (addressed in Morning Meeting)
- Local college/university tours for first generation college students
- College Application Week poster/door decorating contest
- College T-Shirt Day
- College Activity/Coloring Books
- Career Day (community support)
- Academic Summer Camps Scholarships
- Distinguished Gentleman's Club/Leading Ladies Club
- Career Lessons (Cluster and Interest Inventories addressed in Morning Meeting)

[21] Kriete, R. *The Morning Meeting Book*. Northeast Foundation for Children, (2014). Turner Falls, MA.

Similarly, at the middle school, these activities include, but are not limited to, the following:

- Teacher's post: I graduated from _____, ask me about it!
- Local college/university tours for first generation college students
- Career Fair (brochure completion)
- GAcollege411 Interest inventories
- College recruiters meet with students
- Drop-out prevention activities, e.g., State Farm Choice Bus
- College Application Week poster/door decorating contest
- Annual "Success By Design" week
- College For Every Student early awareness seminar (students and parents)
- Assist students with scholarships applications to Summer Enrichment at colleges/universities
- Career Lessons/Inventories (addressed in Morning Meeting)

Additionally, during the Morning Meeting students will receive checklists by grade level to help them with making the connection between their school activities and college and career readiness. See Appendix 1D: College and Career Ready Checklist by Grade Level.

LPA has a strong character development component and effective peer leadership/decision-making process, which are imperatives for students and staff within the Leadership Curriculum. The Leadership Curriculum goes beyond the monthly focus of a character trait identified by Character Education. The Core Values of LPA are interwoven in the Leadership Curriculum. They are introduced and taught during the Morning Meeting. Throughout the year, students have opportunities to model, practice and reinforce these values: respect, kindness, pride, citizenship, scholarship, responsibility, and service.

While DCSD schools have a character studies component, LPA's integrates its character development studies into all aspects of students' lives. Other character traits that students develop related to the Leadership Curriculum include: authority, charisma, charismatic leadership, dependability, discipline, excellence, fairness, followership, hero, functional leadership, justice, management, perseverance, purposefulness, responsibility, self-awareness, self-discipline, self-reliance, servant leadership, situational leadership, transformational leadership, trustworthiness, truthfulness, and vision.

Question 6: A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Common Core Common Core Georgia Performance Standards (where applicable).

Full and Complete Curriculum. See Appendix 2: Curriculum.

Question 7: Class Sizes. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.

Class Sizes. The teacher-to-student ratio maintained at LPA will be greater than or equal to the funding class size ratio stated in Class Size Rule 160-5-1-.08. The current teacher-to-student ratio is 1:20, except

for kindergarten where each class also has a paraprofessional. LPA's teacher-to-student ratio is less than the state's maximum class size due to the size of the School. LPA's intent is to provide individualized attention to students to meet their academic and social development needs.

Grade/Subject	Funding Class Size	Max Individual Class Size
Regular Kindergarten	15	18
Regular Kindergarten with paraprofessional	15	20
Regular Grades 1 – 3, w/ or w/o paraprofessional	17	21
Grades 4-5; English, math, science, social studies	17	21
Grades 6-8; English, math, science, social studies	23	28
Grades 6-8; Middle school +/- all academic classes as defined in Rule 160-4-2-.05 Middle School Program Criteria	23	28
Fine Arts K-3	N/A	33
Fine Arts and Foreign Language instructional programs Grades 4-5	N/A	33
Fine Arts and Foreign Language instructional programs Grades 6-8	N/A	33
Grades 4-8 All others (see exceptions)	23	33
Special Education	Collaborative Model	
Gifted	Resource and Cluster	

Question 8: Gifted and Talented Students. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Gifted and Talented Students. LPA is committed to meeting and exceeding the needs of all of our gifted and talented students by providing a rigorous educational program that enriches, extends, and accelerates learning for the gifted students in their areas of strength. LPA will identify students who are eligible for gifted educational services following the eligibility requirements guidance for Gifted Education Services (O.C.G.A. § 160-4-2-.38) used by DCSD. This will provide teachers with a framework for: (i) identifying, referring and assessing students for gifted instruction; (ii) designing and delivering gifted instruction; (iii) program administration and teacher professional development; and (iv) program evaluation.

The identification of gifted learners will begin with a screening process where a student is nominated by a staff member or by a parent/community member. During the screening process, the School's A&AT will collect data from a variety of sources to support the student's nomination. The data gathered will be comprehensive in order to represent a complete profile of the student's present level of educational performance and to show a pattern of performance over time. Data may come from the sources listed below:

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE DETERMINATION*:	
1. ***Ability and Assessment Test Scores***	• Benchmark assessments • Curricular based assessments
2. ***Group and Individual Achievement Scores***	• Wechsler Individual Achievement Test • Woodcock-Johnson Test of Individual Achievement • Terra Nova/Iowa Test of Basic Skills
3. ***Current Grades***	• Report Cards • Classroom Performance • Student Portfolio
4. ***Instructional Levels***	• Iowa Acceleration Scale • Purdue Academic Rate Scale for Science • Out of Level Testing
5. ***Aptitudes, Interests and Specialized Skills***	• Renzulli/Hartman Scale • Fisher Comprehensive Giftedness Scale • Learning Styles Inventory • Creative Thinking Assessment
**These assessments consider students who might be coming from out of state, district, private or home school.*	

To be eligible for gifted services, students must qualify in three of the following four areas of the screening assessment:

1. *Mental Ability* – Minimum score of 96th percentile (or higher) in at least one sub-test area
2. *Achievement* – Minimum score of 90th percentile (or higher) on the total reading, total math, or complete composite
3. *Creativity* – Minimum score of 90th percentile (or higher) on an assessment for creativity
4. *Motivation* – Minimum of 90th percentile (or higher) on an assessment for motivation (Grades K-8) or GPA of at least 3.5 on 4.0 scale, using the average of core grades over the last two years.

This information will also form the basis for each student's individualized gifted education plan and will also include their areas of strengths. The A&AT's will have meetings throughout the school year to review student profiles to determine if they meet the eligibility criteria of the state's Gifted Education program. All eligibility decisions are made by the A&AT. LPA's goal is to provide a developmentally appropriate curriculum that is consistent with gifted students' learning rates and abilities in all subject areas. The instructional program for gifted students will implement research-based programs to:

- Maximize each student's educational potential
- Make appropriate course and grade accommodations
- Modify and supplement curriculum based on the student's needs
- Welcome, support and give necessary attention to each student

There are unlimited educational options that may be chosen to fit a gifted learner's individual abilities. However, providing goals that apply to all areas of the curriculum for all types of gifted learners at all stages of development is impossible. Therefore, the curriculum at LPA will be differentiated in content, pacing, and expectation of student achievement.

A variety of instructional models will be used to meet the educational, social, and emotional needs of gifted and talented students. The entire curriculum will be challenging and differentiated to the degree that it is clearly not appropriate for the more typical students at that grade level. Teachers will help each student utilize his or her own giftedness and will provide resources and enhanced learning opportunities daily.

The School will provide the support services needed to ensure that students benefits from access to the gifted program and may include, but are not limited to, the following: technology education; counseling and guidance; research-based teaching strategies and collaboration between gifted and regular education teachers. LPA will employ the following research-based strategies, among others, to engage gifted/talented and/or academically advanced students:

- Content-based acceleration, which provides students with advanced content, skills, or understanding before the expected age or grade level. Students may typically remain with peers but will receive higher than grade-level instruction via differentiation and blended learning

- Use vertical enrichment activities, which are assignments that go above and beyond what is covered in the regular classroom

- Create independent project opportunities to extend thinking beyond the scope of the curriculum. This time can be used to help advanced students develop their creativity by allowing them to explore a special area of interest related to the topic being studied

- Involve gifted and high achieving students in mentoring younger students in order to build confidence, encourage productivity, and increase ownership of learning (for self and others) within the LPA community

- Incorporate Multiple Intelligences (Gardner, 2006)[22] into classroom activities. Multiple intelligences include linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical, interpersonal, and intra-personal intelligences

- Set up learning centers in classrooms so that students can work at their own speed

- Create increased opportunity to implement critical thinking skills

- Project-based learning for Science and Social Studies under an engaged learning model will help provide enrichment opportunities for academically talented children by providing them opportunities to create and investigate

Assessment procedures will include rubrics, pretests, student portfolios and post-assessments.

New Students: Students new to LPA may be evaluated for gifted program eligibility if the following documents are provided: (i) gifted program eligibility report/satisfactory gifted program continuation report from the transferring school; (ii) National Standardized Required Test Scores – these scores may only be used to determine eligibility for gifted program evaluation and may not be used to determine gifted program eligibility; and (iii) teacher or parent recommendation based on current academic performance evaluated over a sufficient observation period. Students from an out-of-state school, private or home school must complete all tests required by the state and local systems to determine gifted program eligibility once enrolled in the School.

[22] Gardner, H. *Multiple Intelligences: New Horizons*, (2006). New York City, NY: Basic Books.

Reciprocity: Reciprocity will be granted to students whose households include a member of the United States uniform services according to laws O.C.G.A. 20-2-2140 through 20-2-2180. If a student in a gifted program is transferring to LPA he or she will automatically become part of the School's gifted program. A student already participating in a gifted program in another Georgia school system will be eligible to participate in LPA's gifted program, pending receipt of a gifted eligibility report confirming gifted services.

Continuation Policy: All identified gifted students are given a continuation policy form that must be reviewed and signed by the parent and the student. All gifted students must maintain a minimum 80% or higher in the gifted class and regular classes.

Support for Gifted Students: Students who meet all but one of the requirements for gifted instruction will be invited to participate in the High Potentials class. These students meet before the start of the instructional day two times per week and are taught by a certified gifted teacher. The teacher designs lessons based on the National Gifted Education Standards. Students who are in probation in the Gifted Program are also supported in the High Potentials class and will receive instruction from the High Potentials class teacher.

The A&AT monitors all gifted students to ensure that they remain on track; if it is determined that any gifted student is at-risk of entering into probation, they are immediately referred to the High Potentials teachers. The High Potentials teacher will determine where the deficit is and provides recommendations on how to bridge the gap. The High Potentials teacher may provide appropriate intervention, such as: organization and executive function skills development; and studying and note-taking strategies.

Probation Policy: If students receiving gifted services fail to maintain a minimum of 80% or higher in the gifted class and regular classes, the student will be placed on probation for a period of one semester.

Question 9: List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered.

Extracurricular Activities. LPA believes strongly in student leadership and will provide multiple opportunities for students to take ownership in school activities each day. Each student will have the chance to explore his or her interests and talents through robust and wide-ranging extracurricular activities. LPA will give students access to high-quality arts, athletic and academic enrichment opportunities outside of their academic schedule. The growing body of activities will expose our students to a broad range of experiences and leadership opportunities and will deepen their connection to academic achievement, skills and creativity.

Extracurricular activities in which students may participate will include, but will not be limited to, the following activities: spelling contests, social studies and science fairs, chorus, Girl and Boy Scouts organizations, participation in student and class leadership councils, service learning opportunities (such as environmental awareness, community clean-up campaigns, visiting nursing and retirement homes, participating in Hands-On Atlanta projects), developing email or web pen pals with students around the globe, and other student-generated ideas. Students and parents will help to determine the kinds of extra-curricular activities that are provided. These activities are free to students; however, affiliate organization may require a fee for participation.

LPA will provide extended learning time for students through Saturday School. Research suggests that for students to be successful academically, what happens outside of the regular school day can be as important as what happens during the school day. High quality extended learning opportunities (ELOs)

have a main academic focus, and the goals, outcomes, and methods of academic instruction are directly related to and aligned with what happens during the day (Huang, Marshall and Perez, 2005)[23]. Students are provided more opportunities to learn through the following programs:

Table 4: LPA Partial List of Extracurricular Activities

GRADE LEVEL	EXTRACURRICULAR ACTIVITY	DURATION
Grades K-3	Student Council Reach Out and Read Open Library Grandparent Reading Program Spelling Bee Social Studies/Science Fairs Boy Scouts and Girls Scouts of America	Year-long Month of February Quarterly
Grades 4-5	Student Council Student Morning Social Skills Announcements Boy Scouts and Girls Scouts of America Black History Quiz Bowl Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly
Grade 6	Student Council Student Morning Social Skills Announcements Boy Scouts and Girls Scouts of America Black History Quiz Bowl Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly
Grade 7	Student Council Student Morning Social Skills Announcements Boy Scouts and Girls Scouts of America Black History Quiz Bowl Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly
Grade 8	Student Council Student Morning Social Skills Announcements Black History Quiz Bowl Pep Squad Young Men of LPA Math Olympiad Chess Stonecrest Library Reach Out and Read	Year-long Month of February Quarterly

[23] Huang, D., Sung Kim, K., Marshall, A., and Perez, P. (2005). *Keeping kids in school: An LA's BEST example. A study examining the long term impact of LA's BEST on students' dropout rates*. University of CA, Los Angeles.

Saturday Scholars, an extended learning opportunity, offered through the Title I program, is open to all students and will provide extra support to help students to be successful academically. This ELO will enable students to further explore areas of interest that cannot be accommodated in the regular school day. Effective research-based instructional strategies will be employed that include:

- Research-based, differentiated instruction
- Varied instructional strategies: print, audio, hands-on and enrichment activities
- Flexible grouping of students
- Small-group and individualized instruction
- Smaller class sizes – spend more one-on-one time with the students
- Teacher-led, direct instruction as necessary
- Well-structured activities and lessons aligned to the School's curriculum
- Engaging enrichment activities in the core academic subjects

A summer STEM camp including robotics, web-design, and math challenge may be available for selected students. Students and parents will help determine additional extra-curricular activities.

Question 10: Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art, etc.). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.

List and Describe The Partnerships. See Appendix 8 for Letters of Support.

Partner	Description	Site	Cost/Fee
Young Men of Leadership Preparatory Academy (YMLPA)	Mentoring program for boys	LPA	Nominal fee of $20 per year by parents*
RUTH4Kids	Mentoring program for girls (grades 4-8)	LPA	No cost
Honors Chorus	Choir Director leads students in grades 3-8 in choral music practice and development after school in preparation for performances in the Metro Atlanta	LPA	No cost

** Scholarships available through the PTO.*

Question 11: High School Graduation Requirements. Describe all course offerings and credits/units that will satisfy the high school graduation requirements. The completion credentials to be awarded must also be described

High School Graduation Requirements. NA

IV. STATE AND FEDERALLY MANDATED SERVICES

Question 12: Describe methods, strategies and/or programs for meeting the needs of students with special needs and disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Special Education. LPA shall continue to comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act, revised 2004 ("IDEA 2004"). The facilities to be used by LPA shall be accessible for all students with disabilities and shall provide students with disabilities equal access to all aspects of the educational program.

Further, LPA will comply with all state and federal laws related to the provision of special education instruction and related services. The School shall not discriminate against any student with a disability in the admissions process or any other aspect of School operations. Additionally, the School will ensure that appropriate accommodations and equipment are provided to eligible students. IDEA 2004 requires that all individuals, ages 3–21, in public and private schools, who may need special education and related services, shall be identified, evaluated and served. In accordance with these requirements, LPA will identify, evaluate and serve eligible enrolled students.

LPA has implemented the GaDOE's Student Achievement Pyramid of Intervention in the general education classroom to align appropriate assessment with purposeful instruction for all students. Some classrooms may have an additional teacher to provide direct instructional services to support students in the classroom. LPA has a Student Support Team (SST) in accordance with State guidelines and DeKalb County Board of Education policies. The School will also utilize all DCSD SST Forms when working with students. When a student goes through the SST process and fails to make adequate academic progress after the implementation of Tiers 1, 2 and 3 interventions and instruction, the student will be referred for Special Education testing (Tier 4). The student's parents or guardians and other adults who may be effective in working with the student will continue to be involved in the assessment and identification process for Special Education services. All staff members, inclusive of contractors, who may provide services to students identified as special needs will be certified as special education teachers or professionals.

Incoming students with an IEP will have their IEP reviewed within 30 days to determine how best to meet their needs. After the review, including observation of the student in the LPA environment, the IEP may be modified in order to provide appropriate interventions and supports based upon state and federal guidelines. Similarly, all incoming students who may need special education services will be evaluated in a timely manner to determine appropriate staffing. All students will be provided with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Parents/guardians will participate in this process and have all rights consistent with IDEA 2004. The process used to appropriately place students who are eligible for Special Education services is as follows:

- A meeting of the A&AT is called to determine a student's eligibility
- If the student is eligible for services, an IEP meeting is held and the IEP is developed
- At least once a year, but more often if necessary, the IEP is reviewed and updated to reflect interventions and supports that meet the student's current needs
- At least every three years a re-evaluation meeting is held to determine if continuation of Special Education Services is required

- If required, the re-evaluation may consist of a complete psychological-education evaluation
- If continued services are required, the IEP is updated and the student continues to receive special education services
- If the re-evaluation determines that the student no longer requires special education services, he or she is dismissed from Special Education

Once a student's IEP is established, LPA will provide the appropriate interventions and supports both directly and under contract with outside providers, or arrange for the provision of said services with assistance from DCSD. LPA works specifically under the DCSD Charter Guidelines for Special Education and Wrap-Around Services. LPA takes responsibility for the delivery of special education services by working with its Special Education and classroom teachers to integrate all IEP interventions and supports into the general education classroom. All special education interventions and supports will be delivered in the timeline outlined in the IEP and a co-teaching model will be used to provide direct instructional services and support to students with disabilities in the general education classroom. All transition and assistive technology needs, as identified in the IEP, will be provided to students.

LPA will employ highly qualified special education teachers to ensure compliance with IDEA 2004 Rules and Regulations. LPA will also contract for services with related personnel, including school psychologists, school social workers, and other personnel who meet the required regulations from the DCSD. The forms utilized in the identification and placement for special education students will be the forms authorized by the DCSD that are available on "TieNet." LPA will utilize the TieNet system to record all required Special Education information.

LPA shall comply with the treatment of Special Education records pursuant with all procedures and guidelines in the Federal Regulations for IDEA 2004 including, but not limited to: access rights, record of access, records on more than one person, list of types and locations of educational records, fees, amendment of records at parents' request, opportunity for a hearing to challenge records hearing results in finding of violation, finding of no confidentiality safeguards, and destruction of information.

Teachers, social workers, parents, licensed physicians, registered nurses, or representatives of related agencies may refer a student suspected of having a disability. IDEA (2004) identifies certain categories under which a student may become eligible for services. These disabilities are defined as: Autism spectrum disorder, deaf-blind, deaf/hard of hearing, emotional and behavioral disorder, intellectual disability (mild, moderate, severe, profound), orthopedic impairment, other health impairment, significant developmental delay, specific learning disability, speech-language impairment, traumatic brain injury, visual impairment. When a referral is received, LPA will notify the parents in writing and must receive parental consent to conduct an evaluation.

LPA will follow all procedures that are outlined in the DCSD document "Your Rights as Parents Regarding Special Education" (Revised 2007). LPA will follow the mandated procedures relating to parental consent for initial evaluation. Parental consent must be received prior to initiating the evaluation process. Parents/guardians will be kept informed throughout the process and will be invited to attend any meetings concerning their students. Parents/guardians will have the right to refuse evaluation and placement in any program. When there is a difference of opinion related to any part of the referral/placement process, all efforts will be made to reach a satisfactory agreement regarding an arrangement that will benefit the student.

Additionally, LPA shall develop a Section 504 support team in accordance with state guidelines and DeKalb County Board of Education policies. The School will utilize DCSD 504 Forms when working

with students. The School's staff will: (i) be trained to handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and DeKalb County Board of Education policies including the DCSD's Student Code of Conduct; and (ii) participate in workshops, in-service and/or trainings offered by the District. Through regular reporting and coordination of services with DCSD, the School will notify the DCSD's Director of Charter Schools of any complaints made by a parent/guardian or student concerning Section 504 and/or IDEA 2004, furnish a copy of the complaint, and cooperate fully with the DCSD on any investigation, defense and resolution of such complaint.

All special education students will receive instruction based on the core curriculum and will have the same opportunity, as other neuro-typical students, to participate in all extended learning activities which include, but are not limited, to the following: early morning tutorials, after school tutorials, Saturday programs, and web-based activities. The A&AT will intentionally monitor Special Education students to ensure they are accessing curricula content that improves their skills. In the event that they are at-risk of not accessing curricula content, the A&AT will convene an IEP/BIP/504 meeting, within 14 days, to development a plan or action.

Question 13: Describe the methods and strategies by which the school will serve English Language Learners (ELLs), including:

Educational Services for English Language Learners. LPA expects to have a small number of students who speak a language other than English enrolled at the School. The School believes that having fluency in multiple languages, including English, is critical to 21st Century success. The English Language Learners (ELLs) program shall ensure that every student assessed as an ELL masters written and spoken English. We encourage families to assist students with retaining and building fluency and literacy in their home language as well.

LPA administers the Home Language Survey upon a student's initial enrollment at the School. All students indicating that their home language is one other than English will be screened using the W-APT to determine which services will be most appropriate for them. LPA will make every effort to employ a teacher who has an ESOL endorsement. Additionally, ELLs will be assessed annually using the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) to evaluate their proficiency in the following areas of English: listening, speaking, reading and writing abilities. The assessment will be given at least annually between July 1 and September 30 until each student is designated as English proficient. The School will use multiple criteria for determining whether to reclassify a student as English proficient and include the following: (i) assessment results from ACCESS for ELLs (ii) staff determination that the student is able to access curricula in English at or above native English speakers, (iii) school and teachers evaluations/assessments that demonstrate that the student has mastered grade level standards; and (iv) parental opinion and consultation.

ELLs will have full access to the School's educational program and will receive most of their English Language Development (ELD) program throughout the school day. ELLs will have ELD goals, activities and lessons integrated into their overall academic learning. LPA will have trained staff to ensure that ELLs are meeting their ELD goals, achieving mastery of standards, and are able to fully access core courses content. With the appropriate help and support provided as needed, ELLs at LPA will be expected to meet state standards in all academic and non-academic areas of the program.

Each classroom will be designed for differentiated instruction and to facilitate a number of instructional methods including project based learning. The physical setting and layout of classrooms will provide for as much flexibility as possible by devoting areas within the classroom for individual, small, and large group purposes. Instructional methods and materials allow students to work concretely with many concepts (especially geometry, arithmetic, and geography) while acquiring the English vocabulary to

communicate those concepts. The on-going collaboration between students and their teachers offers almost continuous opportunities to hear and speak English. The non-competitive school environment and low student-teacher ratio support the ELLs in trying to communicate in a new language. In addition, the School understands that effective English Language Development requires:

- Systematic and explicit instruction in ELD standards specific to the student's English proficiency level and based on results of diagnostic assessments.

- Sheltered English Instruction Strategies used throughout the entire program such as: low affective filter, contextual clues, multisensory experiences, use of visuals and examples, frequent comprehension checks, use of informal formative assessments, use of multiple summative assessments, appropriate lesson design with scaffolding, vocabulary emphasis, pre and post reading/writing tests, grouping, modeling, tapping prior knowledge, pacing, and content-driven assignments.

- Opportunities to practice and use the English language in authentic and challenging tasks, wherein students get the opportunity to apply and practice their ELD lessons using Academic English and doing rigorous work.

ELLs who do not make the minimum expected growth of one level per year on the ACCESS will be referred to the SST process. Language development will be tracked and monitored. ELLs will have access to the same interventions described above for all other students. ELLs will have fair and equal access to all extracurricular activities at LPA. Students not making adequate progress on their individualized ELD goals will receive the appropriate Tier 1, 2, 3 or 4 interventions. The School will meet all applicable legal requirements for ELLs related to annual notification to parents, student identification, placement, program options, reclassification of fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation and communication regarding ELLs and the rights of students and parents.

All ELLs will receive instruction based on the core curriculum and will have the same opportunity as all other students to participate in all extended learning activities which include, but are not limited, to the following: early morning tutorials, after school tutorials, Saturday programs, and web-based activities. The A&AT will intentionally monitor ELLs to ensure they are accessing curricula content that improves their skills. In the event that they are at-risk of not accessing curricula content, the A&AT will convene a meeting within 14 days of discovery to develop a plan of action.

Question 14: Include a provision in the petition stating that the charter school will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA.

Charter School Compliance. LPA will continue to comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA, revised 2004.

DCSD Charters are required to do the following:

- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies and use DCSD forms for SST.

- Establish a Section 504 team in accordance with state guidelines and local school board policies and use DCSD forms for Section 504.

- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies including the Code of Student Conduct.

- Participate in workshops, in-service and/or trainings offered by DCSD for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.

- Comply with Section 504 by providing the appropriate accommodations and equipment.

- Immediately notify the DCSD Director of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

- Hire or contract certified special education teachers to provide services to eligible students.

The DCSD will:

- Provide professional development training for the SST.

- Provide professional development training for the Section 504 team.

- As appropriate, provide technical/consultative assistance when requested by the charter school.

- Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a free and appropriate public education.

Question 15: Supplemental Education Services. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.

Supplemental Education Services. LPA shall follow all district, state, and federal guidelines regarding the provision of Supplemental Education Services when required to provide these services. The AA&T uses a variety of data sources to identify students in need of remedial instruction. Some of the data sources include past performance on the CRCT tests, ASSESS tests, ITBS test, STAR Reading and STAR Math, and other benchmark assessments. Students who are identified as needing additional support attend tutorial sessions at the beginning of the school day, after school and on Saturdays. LPA uses Scholastic's research based program After the School Bell to provide targeted support to students. An individual learning plan (ILP) is developed for each student and monitored by the homeroom teacher. Parents are provided with updates during the issuance of students' progress reports. The ILP is modified as students' progress through the plan.

Question 16: Remediation Services. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.

Remediation Services. Remediation Education Services are required to be provided pursuant to SBOE rule 160-4-5-.01 for students in grades 6 – 12. Remedial Education Services will be provided if:

- The student has been through the formal SST process as specified in Rule 160-4-2-.32 and the SST has documented evidence to support the placement in remedial education

- The student is receiving services under Part A of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of l965, as amended by the NCLB Act of 2001

- The student has failed either a language arts or a mathematics course in grades 6-8

- The student has been recommended by the teacher who has documented any of the following student information: (i) Low performance in reading; (ii) Low performance in mathematics; and (ii) Inability to verbally express ideas or to write or dictate a meaningful sentence

- Current standardized test information in the student file indicates the student has a score at or below the 25th percentile in reading, writing, or mathematics

- For participation in middle school remediation programs, the most recent Criterion Referenced Competency Tests (CRCT) scores indicate the student has a score in the "Does Not Meet" category in reading, or English/language arts, or mathematics. In future years, the Georgia Milestone Assessment System (GMAS) will be used to determine eligibility

Student remediation may be accomplished through additional instructional time in identified academic area(s) of need, by any or all of the following methods (based upon the availability of funding): assigning a teacher to provide support to a targeted group of students reducing class size to provide intensive instruction and remediation, providing before and/or after school tutorial assistance, and/or assigning specific on-line instruction to remediate the identified areas.

V. PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

Question 17: Please list and describe in detail specific performance-based goals and measurable objectives related to state and federal assessment standards.

Performance Based Goals and Objectives. The overarching educational goals for which LPA will be held accountable center on leadership development, character building, and academic proficiency. While the concept and understandings of leading and leadership differ widely, we define leader, taken from the work of Howard Gardner, simply as, "one who influences the thoughts, feelings, and behaviors of others." The leadership concepts, understandings, and experience opportunities in the four areas of: Self Knowledge, Knowledge of Others, Knowledge of Leadership Skills, Knowledge of Contexts and Situations are embedded within CCGPS and GPS core content courses in all grades.

LPA's goals consist of critical components of the School's mission and organization that relate to students, staff, parents, demonstration of leadership proficiencies, and demonstration of achievement of skills in reading, writing, math, science, and social studies state assessments.

Academic Goals:

Goal 1. LPA will meet all targets required by the CCRPI and Beating the Odds goals, as defined by Georgia state requirements and the State's waiver for No Child Left Behind. This goal will be subject to any amendment, waiver or reauthorization thereof during the term of the charter.

Measure 1: During each year of the charter term, LPA will meet or exceed all State Performance Targets and all other statewide accountability measures as established by the Georgia Department of Education for all content areas of the Georgia Milestone Assessment System.

Measure 2: During each year of the charter term, using the baseline data/test scores of the Georgia Milestone Assessment System from the 2014-2015 school year, LPA will increase the percentage of students who exceed the standards in each content area of the assessment by 2%.

Measure 3: Teachers employed at LPA will have at least one endorsement in Reading or Mathematics.

Measure 4: 100% of the teachers employed at LPA will obtain Gifted Certification by the third year of the renewal charter term.

Goal 2: LPA will demonstrate proficiency and improvement on national norm referenced assessments.

Measure 1: From baseline data gathered from norm referenced tests administered during the 2014-2015 school year, LPA will increase the percentage of students who score at or above the 50th percentile by 2% each year of the charter.

Goal 3: In each year of the charter 100% of the students in grades K-8 will complete an electronic Leadership Portfolio that will document satisfactory completion of at least 80% of the objectives of the Leadership Curriculum for their specific grade level. In each year of the

charter, students will improve their satisfactory completion rate by at least 3%, or until they have demonstrated mastery of the objectives (i.e., reached a rate of 90% or more).

Measure 1: In each year of the charter 100% of students will complete personal inventories of interests, skills, and leadership potential.

Measure 2: In each year of the charter, at least 85% of students will participate in at least one leadership activity at school, at home, or in the community each semester. By the final year of the charter at least 97% of students will participate in at least one leadership activity at school, at home, or in the community.

Measure 3: In each year of the charter 100% of students will partner with parents and teachers to set individual learning goals for each core curricular area as documented in their Individualized Learning Plan: ELA/reading, mathematics, social studies, and science.

Goal 4: LPA will implement programs and procedures that will lead to state STEM Certification by year 3 of the renewal term of the charter.

Measure 1: Teachers employed at LPA will participate in ongoing STEM professional development. Evidence of implementation will be reflected in classroom instruction and lesson plans.

Measure 2: 100% of LPA students will participate in STEM enrichment activities during the school day and in STEM related activities outside of the school day. Students will provide evidence of their participation in STEM-related extra-curricular activities on their Individual Learning Plan.

Organizational Goals

Goal 5: LPA shall be economically sustainable.

Measure 1: Each year, LPA will operate in a fiscally sound manner as measured by an annual audit conducted by an external auditing firm.

Measure 2: The actual and proposed budgets developed at LPA will demonstrate an effective allocation of all resources.

Measure 3: The five year cash flow projection sheets will demonstrate that LPA maintains adequate reserves.

Measure 4: LPA will meet Generally Accepted Accounting Practices as demonstrated by internal and external, annual audit reports.

Goal 6: LPA shall ensure that all Governance Board Members receive effective training.

Measure1: All Governance Board Members will participate in at least 20 hours of training annually.

Measure 2: All Governance Board Members will sign a Code of Ethics at the beginning of each academic year.

Goal 7: LPA promotes a positive school experience that engages students, parents and teachers.

Measure 1: Each year, at least 90% of the students will indicate that they are at least "satisfied" with the overall school experience as measured by an annual survey.

Measure 2: Each year, at least 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured by an annual survey.

Measure 3: Each year, at least 90% of the teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured by an annual survey.

VI. DESCRIPTION OF ASSESSMENT METHODS

Question 18: Student Performance Data, Measures of Student Improvement, Monitoring, and Assessment Calendar. Charter Schools are mandated by Georgia statute to participate in the administration of state assessments. DeKalb County may require assessments beyond those required by the state. Materials for these assessments are provided by the state. Materials for DCSD Required Assessments, are provided by the District.

a. What assessments will the School administer to obtain student performance data for each student?

Classroom, district and state assessment are administered to provide a process to verify student proficiency in CCGPS and GPS. LPA will utilize a variety of assessment types and techniques to measure students' progress towards state standards.

School-wide Assessments – LPA will administer the STAR Reading and STAR Math as its universal screener and progress monitoring tool. The purpose of the STAR assessments is to provide information to teachers about student growth and achievement. The STAR assessments provide estimates of students' skills and comparisons of students' abilities to national norms. Each is intended to aid with developing student instruction by providing feedback about student, classroom, and grade level progress. The data gathered from the STAR assessments will assist teachers in determining the instructional level that students are performing on and it will provide teachers with suggested instructional strategies to assist in planning for instruction. The STAR assessments will be used to monitor student growth throughout the year and will be administered three times each year: fall, winter, and spring.

In addition to the STAR assessments, LPA will use the ACUITY Assessment system in grades 3-8. The ACUITY benchmark assessment system is a unique integration of assessments, reports, and instructional resources that will help teachers gauge student performance and deliver targeted classroom instruction. The data collected from these systems will be imported into each student's ILP and used throughout the year to track progress and in teacher/parent/student conferences.

District and State-Based Assessments – All DCSD and state-mandated tests and assessments will be used to obtain academic performance data for each student. The Georgia Milestone Assessment System (GMAS), Iowa Test of Basic Skills (ITBS), Georgia Kindergarten Inventory of Developing Skills (GKIDS), Cognitive Abilities Test (CogAT), and the Georgia Writing Assessment (GWA) will be used each year to measure the percentage of students' meeting grade level expectations in Reading, English Language Arts, Mathematics, Science and Social Studies.

These assessments will be administered according to the published testing calendar for DCSD. The ITBS and CogAT will be utilized contingent upon funding availability. The ACCESS test in Reading, Writing, Speaking and Listening will be administered to English Language Learners (ELL) in each grade level. The Georgia Alternate Assessments (GAA) in Reading, English, Mathematics, Science, and Social Studies will be administered to appropriate Special Education students in grades K-8.

Classroom-Based Assessments – These assessments are curriculum based and provide teachers and specialists with immediate feedback regarding the level of students' understanding and their progress toward goals. Classroom-based assessments include a variety of measures (formal and informal) such as unit tests, chapter tests, performance tasks, products, portfolios, written work, rubrics and observation checklists.

b. Describe how the school will obtain baseline achievement data.

During the first few weeks of school, the A&AT will administer a series of the benchmark assessments using the STAR and ACUITY assessments, plus teacher observations for all students with respect to core subjects as well as students' social/emotional well-being to establish current levels of achievement. Student achievement data will also be reviewed (where available) through the State's Longitudinal Data System (LDS) and from standardized test results administered at private schools to document student achievement. The results from these assessments will serve as the School's baseline student achievement data which will be used to determine students' strengths and weaknesses in reading and mathematics.

It will also be used to: communicate expectations for learning to students, teachers and families; determine whether the student can perform the learning objective under naturally occurring situations and if so, to what extent; determine student grouping and placement for instruction; determine what content needs to be taught (inform overall instructional plan); inform the development of each students' ILP goals and objectives; monitor and measure student progress; predict subsequent student performance; and serve as the basis for measuring the attainment of the academic goals and objectives stated in the charter petition. The A&AT will provide the results of the baseline assessments to the DCSD no later than November 15 of each school year.

c. Describe how the school will benchmark student growth.

To monitor student growth throughout the year as well as identify specific areas in which individual students might need intervention, the A&AT will administer the STAR benchmark assessments three times per year – fall, winter and spring. The data revealed in the Student Growth Percentile (SGP) after each assessment period will provide teachers with a snapshot of whether their students' academic progress is more or less than what was expected during a specific period of time. In other words, teachers will be able to determine how students performed over time relative to their peers (for example, How has Johnny improved?) versus just knowing the traditional point-in-time achievement data (for example, Johnny scored at the "Meets Standards" for reading).

The individual SGP reports will be used at the grade level team meetings to discuss: (i) whether students grew more or less than academically when compared to similar students; (ii) whether students are growing as much in math as in reading; (iii) whether students showed as much growth this year as they did compared to last year; (iv) what levels of growth is necessary for students to reach or exceed proficiency; and (v) did students grow sufficiently towards meeting state standards and college and career ready goals. These discussions help teachers to better focus on instruction and support the use of student data for individualize instructional planning and progress monitoring for specific students. Additionally, the STAR Reading Assessment will incorporate Lexile Measures to determine students' reading ability.

As a result, teachers will have a clear understanding of which CCGPS and GPS standards students have mastered and will be able to plan appropriate intervention and acceleration as needed. Results from the STAR assessments administered in the spring will give teachers a picture of each student's overall growth from the beginning of the school year to the end. LPA will also administer pre- and post-assessments for DCSD-developed Student Learning Objectives (SLOs) for non-tested subjects.

d. Describe plans to formally and informally assess student performance in the core academic areas.

James Popham (2011)[24] states the case for formative assessments that gathers evidence in a variety of ways moving from "traditional written tests to a wide range of informal assessment procedures." Students at LPA will be assessed in the required areas of English Language Arts/Reading, Mathematics, Social Studies, and Science on a regular basis. Assessments will consist of diagnostic, formative, and summative assessments. These assessments may be both formal and informal to gauge student performance in core academic areas. However, the most powerful assessment a teacher uses are his or her own informal and ongoing assessments.

Diagnostic pre-tests (formative assessments) will be administered in the core content areas, i.e., Reading/English Language Arts, Mathematics, Social studies, and Science and will be used to measure the preparedness of students in the subject area and to provide guidance in selecting instructional strategies and activities for units of study, project based learning, and the subject area in general. Students will be expected to utilize previous knowledge to predict rational answers to the pre-test questions. Post-tests (summative assessments) will be administered at the end of units of study to assess student learning outcomes. With post-tests, students will be expected to answer more questions correctly based on an increase in knowledge and understanding. The pre/post-test assessment design will be a valuable diagnostic tool for more effective teaching and will measure the amount of learning a student has acquired in a specific subject.

Informal assessments identify the strengths and needs of individual students without regard to grade or age norms and can easily be done without interfering with instructional time. Teachers use a combination of structured and unstructured informal assessments to complement and balance the formal assessments. Sponge activities, choral responses, exit tickets, and individual student responses via Activotes will occur on a daily basis to track the on-going progress of students and to give the teacher an opportunity to check for understanding and to adjust the lesson accordingly in order to provide support for student learning.

Unstructured informal assessments such as teacher observations, checklists, and portfolios, journaling, work sampling, parent/guardian consultations, logs, games, writing samples, storytelling, and brain-storming will be used to inform instruction. Structured informal assessments may include: student checklists for each subject area, social-emotional skills inventory checklist, structured student interviews, work sampling, cloze tests to check reading comprehension, student self-reporting questionnaires, and miscue analysis to check reading fluency.

To ensure fidelity with all of the assessments, teachers and staff will receive ongoing professional development to prepare them to administer assessments, build their knowledge base, and acquire the skills necessary to analyze student data to make informed instructional decisions. The use of student achievement information derived from the various assessments will always connect to the overall school goals and center on developing academically, socially, emotionally, and intellectually prepared students.

e. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.

LPA has developed an A&AT to monitor the administration of appropriate assessments to measure students' academic growth and mastery of standards against benchmarks. The A&AT is comprised of the Academic Coach, the Chief Learning Officer, Chief Academic Officer, and selected classroom and gifted

[24] Popham, James. (2011). *Transformative Assessment in Action: An Inside Look at Applying the Process*. Alexandria, VA: ASCD.

teachers. They will administer and collect student achievement data for review and analysis to gain a broader, deeper perspective of student knowledge and skills levels. The A&AT will also review student portfolios, teacher observations, parent/guardian consultations, student journaling, student checklists for each subject area, social-emotional skills inventory checklist, work sampling, etc. All these sources of information will yield a comprehensive quantitative and qualitative data profile for each student.

Research tells us that many schools experience disconnectedness between collecting and analyzing student data and responding to what the data is saying. The A&AT aims to bridge this gap and its student achievement data analysis will not only determine how much each student knows but will demonstrate the nature of his or her knowledge and understanding as well as identify patterns of strengths and needs in order to help each student learn. To this end, the A&AT will assist teachers in the understanding and use of data to inform instruction to assure: individual student achievement, instructional support for teachers, and the ongoing review of student's learning to diagnose their educational strengths and needs.

The A&AT works with teachers to implement the School's data driven instruction process to make teaching more systematic and effective and develop instructional plans based on assessment information relevant to the desired learning outcomes for students. Within this process, teachers will learn to analyze achievement test results and other types of data to make decisions to improve student success. Given the importance of re-teaching and differentiation strategies, members of A&AT will be trained in the use of a variety of assessment tools and will serve as instructional coaches to assist teachers in using data to inform instruction. Annually, the A&AT will determine appropriate training and support for teachers for improving their knowledge and skills in data analysis and interpretation.

The A&AT works with teachers to address the needs of individual students by examining student work and assessments and assisting with the development of re-teaching strategies for gifted and struggling students to meet learning expectations set in the CCGPS and GPS. Student assessments are used to determine their present levels of achievement, improve classroom instruction, improve the overall school program and determine intervention and acceleration strategies for individual students or groups of students. The A&AT disaggregates the data collected from the STAR, ACUITY and summative assessments to determine students' grade level progress toward meeting state standards.

Teachers meet by grade levels and departments to review students' ILPs monthly. Students who have been determined to be most at risk (Tiers 2 and 3) are monitored more frequently with appropriate intervention to address weaknesses. Using each student's ILP, teachers will have current performance assessment data and will be able to make appropriate adjustments in the instructional program. The teachers in their professional learning communities will be guided by a member of the A&AT to make appropriate adjustments in their instructional program to ensure student growth and content mastery.

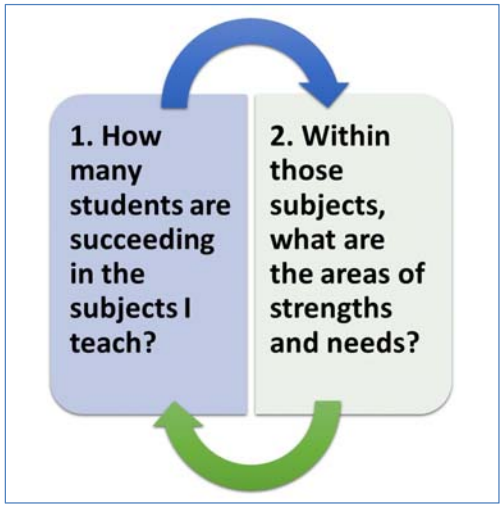
LPA recognizes the importance of parental involvement in student academic achievement and will provide parents/guardians with a bi-weekly record of progress for each student through the push notification element of the Infinite Campus system. If a student is having difficulty meeting achievement goals, their ILP will be revised to provide that student with additional instructional time through one of the many safety nets offered at LPA. Parents may schedule teacher conferences to discuss student progress as needed.

f. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.

Research has shown that using student achievement data to make instructional decisions can lead to improved student performance. LPA provides supports that foster a data-driven culture, strengthen

collaborative professional learning, help teacher teams analyze student work, and use achievement data analysis to improve instruction. As a result, teachers collaborate regularly to plan and implement standards-based lessons.

For each of the nine-weeks marking period, teachers use interim assessments to adjust instruction to meet both the enrichment needs of high-achieving students and the intervention needs of struggling students. The A&AT always asks the following question of teachers, "Which data, well analyzed, can help improve teaching and learning?" because teachers' use of data has the most direct impact on student performance; and, it also give the team answers to two key questions: (1) How many students are succeeding in the subjects I teach? (2) Within those subjects what are the areas of strengths and needs?



The answers to these two questions then sets the stage for targeted, collaborative efforts among and between teachers, coaches, and members of the A&AT. The answer to question 1 allows the A&AT and teachers to set annual improvement goals, e.g., increasing the percentage of 5th graders passing the writing assessment from 78% in 2011 to 83% in 2012.

After setting the goal(s) related to question 1, the A&AT and the teachers can now turn to the second question. Once the A&AT has identified the areas of strengths and needs, they will begin the real work of instructional improvement, which entails participating in a collaborative effort to share, produce, test, and refine lessons and strategies targeted to the areas of need, where the most effective instruction will make the greatest difference for students.

Guided by the A&AT, teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Teachers regularly incorporate information from multiple data sources to better understand and appropriately adjust their classroom practices to meet the unique needs of individual students. In conjunction with the A&AT, teachers identify instructional supports that provide a scaffold to strengthen students' skill progression and bring them closer to proficiency.

Teachers meet weekly to analyze, interpret, and use student assessment data to adjust instruction and plan lessons. A member of the A&AT will participate in teacher planning meetings and observe classroom instruction to assess the effectiveness of the instructional strategies determined from data analysis and will provide feedback for improvement. Frequent monitoring of formal and informal assessments will be used to address students' specific learning needs. The A&AT will take care to balance its data analysis efforts and keep its primary purpose on: improving instruction to achieve greater student success. On a regular basis, teachers will share the testing results with students individually and collectively and teach students how to examine their own data and to set learning goals each nine-week period.

The A&AT will be responsible for updating the data room that houses the School's charter performance goals and objectives as well as all student assessment and achievement data. The data room will contain school-wide performance data from past CRCTs, ITBS, and STAR and ACUITY assessments. A drill down of this data will yield information that will be used to ensure sustained academic achievement for all students. Each teacher will maintain a Data Dashboard (see Appendix 1C: Student Data Dashboard) through LPA's internal Wiggio Group that displays performance indicators for each student with a quantitative analysis of what standards each student is achieving. The Data Dashboard will allow for a quick overview of student progress and the support provided for each student's success. The A&AT will also be responsible for monitoring each teacher's Student Data Dashboard.

g. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.

LPA will administer all state assessments in accordance with the DCSD testing calendar. See Appendix 1B: School Annual Calendar.

h. Charter schools, at their own expense, may implement additional assessments. If students will participate in charter initiated assessment programs, please describe these programs in detail.

LPA does not plan to initiate or implement any additional norm-referenced tests or summative assessment tests beyond the requirements of the DCSD and the GaDOE.

Question 19: Required Accountability Provisions and Assessment Guidelines.

a. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. §20-14-30 through §20-14-41 and federal accountability requirements.

The School shall comply with the accountability provisions of O.C.G.A. §20-14-30 through §20-14-41 and federal accountability requirements and the Governance Board shall cause the School to prepare an Annual School-wide Accountability Report for stakeholder dissemination. LPA believes that the School must set standards and goals for students according to the charter, measure students' progress towards those goals, and report its results publicly in order for said transparency to be possible and meaningful. The School will follow national best practices for creating its accountability plan to crystallize the process, thus laying the foundation for the renewal of the charter. The proposed sections of the School's accountability report may include information on: student performance, charter goals and objectives, operations, and continuous improvement.

b. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.

LPA staff will continue to attend all DCSD and GaDOE trainings (webinars, workshops, etc.) related to understanding and implementing the guidelines and procedures related to assessments as outlined in the State Assessment Handbook and the State Accommodations Manual as well as any other state and local guidance training on assessments. Trained school staff will keep all training and guidance materials current and will train, at least, two other staff members to ensure that someone is always available to carry out, in a timely fashion, all necessary policies and procedures related to mandatory student assessment.

c. Describe how staff from the charter school will attend required test administration training held by DCSD

The School shall continue to follow DCSD's assessment calendar and the School's Academic Coach will coordinate all tests with DCSD for each school year during the term of the charter. The Chief Academic Officer will ensure that the School complies with all testing standards and requirements of the GaDOE as outlined in the Georgia Student Assessment Program Student Assessment Handbook and disseminate said information to all faculty and staff who are required to attend test administration training held by DCSD.

VII. DESCRIPTION OF SCHOOL OPERATIONS

Question 20: Attendance Zone. Please describe or provide a map which indicates your targeted attendance zone.

Attendance Zone. LPA is located in Lithonia, Georgia, and is part of the DCSD. The School's attendance zone is the entire DeKalb County area, established pursuant to O.C.G.A. §20-2-2062.

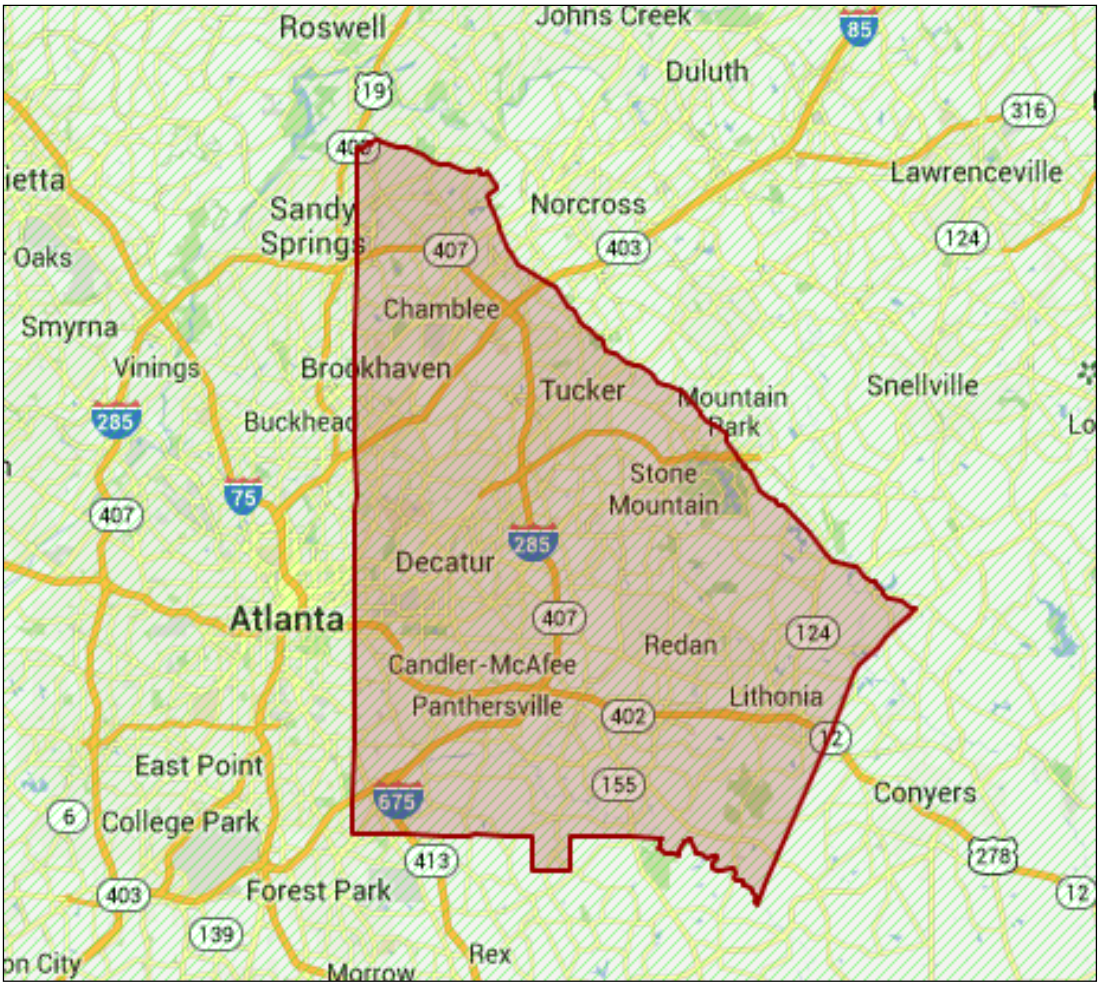


Figure 9: School Attendance Zone – DeKalb County, GA

Question 21: School Calendar and Schedule.

a. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

Appendix 1B: School's Annual Calendar

Appendix 1A: School's Daily Schedule

b. Provide a statement that the charter school may not open except at the beginning of each school year. The petition may provide that the charter school may start out the school year at an earlier or later date than other public schools in the DeKalb County School System. However, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the DeKalb County School District's school year.

LPA may not open the School except at the beginning of each school year. However, as provided for in the statement above, the School shall begin one week prior to the start of the DCSD's school calendar. Students attending LPA will attend school for a total of 185 days and teachers will have a contract for 195 days.

Question 22: Admissions, Enrollment and Withdrawal

a. Please include an enrollment application in the appendix.

Appendix 3A: Student Registration Form

Appendix 3B: Enrollment Application Packet

b. Describe application and enrollment periods and procedures.

LPA utilizes the enrollment priorities pursuant to O.C.G.A § 20-2- 2066(a)(1). Enrollment preference will be given to applicants in order of priority: (i) a sibling of a student enrolled in the School; (ii) a sibling enrolled in another local school designated in the charter; (iii) a student whose parent or guardian is a member of the Governance Board of the charter school or is a full-time teacher, professional or other employee at the charter school; and (iv) a student matriculating from a local school designated in the charter. LPA conducts school-wide re-enrollment for each school year. The following is a step by step description of LPA's student registration and enrollment process:

- School-wide re-enrollment is held from February to March. During this time, the School will also accept enrollment applications from students in order of the enrollment preferences listed above.
- At the close of the re-enrollment process, the School will verify that all information provided is accurate and confirm each student's enrollment within seven days.
- The School then determines the number of unfilled seats it has open in each grade and announces open enrollment for those seats. Open enrollment occurs during the first two weeks of April and is open to all residents of DeKalb County, including students on the waiting list.
- At the close of the open enrollment period:
    - The School will verify each student's registration information and determine the number of students registered at each grade level within seven days of the close of open enrollment.
    - If there are more student registrations than open seats in any grade level, then the School will hold a lottery for those open seats.
- If a lottery is not held, then the students whose registration information has been verified will be invited to complete an enrollment application and turn it in to the School within two weeks. Following this two-week period, the School will accept applications for open seats on a first-come, first-serve basis until all seats are filled. After all seats are filled, a new waiting list will be created.
- If a lottery is held, then the students selected in the lottery who do not complete their enrollment application within a two week period after their selection will forfeit their seat, and the students on the wait list will be invited to submit an enrollment application.

- Students will be considered enrolled at the School upon receipt of the enrollment application with all supporting documents. The School will provide confirmation to students and their families, including an electronic copy of the charter agreement.

The following documents are required along with the completed enrollment application for students to enroll at the School: official birth certificate; proof of residence of parent or legal guardian; child's immunization records and health screening (Forms 3231 and 3300); child's records from previous school (report card, school withdrawal form, discipline record); proof of legal guardianship; home language survey; and IEP (for students with disabilities only). The child's social security number on the enrollment application is optional.

c. Describe procedures for situations if student applications for admissions exceed available space, including the following:
   i. The precise manner in which the lottery will be conducted and by whom
   ii. Measures to ensure that the admissions process adheres to legal requirements; and
   iii. The procedures for wait-listing students who are not included in the first round of lottery offers.

For any grade level that has more confirmed registrations than available seats, a lottery has to be held so that each child will have an equal opportunity of being picked to attend the School. The lottery will be held no later than April 30. After the lottery is held for available seats, each additional name drawn in the lottery system will be assigned, per grade level, to an ordered waiting list. If a student from the lottery results list does not enroll (within the time allowed) or chooses not to attend the School, the first person on the ordered waiting list will be given the opportunity to register. The waiting list will be in effect for that school year only. The School's registration, admission and lottery policies and procedures will be written and disseminated to all school and community stakeholders. If the School did not receive more confirmed registrations than available seats, then registration will continue on a first-come, first-serve basis until enrollment capacity is reached. At that time, a waiting list will be started by grade level and will be in effect for that school year only.

d. Describe the procedures for student withdrawal or transfer.

A parent, guardian, grandparent, or other person having control or charge of a child has the authority to withdraw a child from school in compliance with O.C.G.A. § 20-2-780. Such individuals who desire to withdraw or transfer their child from LPA may do so at any time, without penalty, by completing a Student Withdrawal Form at the school, in accordance with SBOE Policy 160-5-1-.28. Additionally, and as required by SBOE Policy 160-5-1-.28, when a parent, guardian, or other person withdraws a student, the School shall provide proof of the student's enrollment in another school, other LEA, private school, or home study program in order to code the reason for withdrawal.

This process will be followed to document both the withdrawal and the reason for the withdrawal. The School will follow the student withdrawal guidelines of SBOE Policy 160-5-1-.28 for individual situations contained therein. The School will complete the withdrawal process using Infinite Campus and, within 24 hours, provide to the parents/guardians with the necessary documents for registering or transferring their child to another school. Parents/guardians will also be invited to complete a Parent Satisfaction Exit Survey (see Appendix 3C). The feedback from the survey maybe be used to improve programs at the School.

e. Please include the school's admissions policy for potential students that is equitable, non-discriminatory, and will ensure that the student populations will reflect community demographics.

It is the School's policy that no person be denied admission to the School or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activity, shall not be abridged or impaired because of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

Question 23: Recruitment and Diversity. Provide an outreach plan, including strategies for publicizing and recruiting prospective students that is equitable, nondiscriminatory, and will help ensure that the student population will reflect the demographics of the community you intend to serve.

Recruitment and Diversity. Our goal is to recruit and enroll students at the School who reflect the broad range of ethnic and socio-economic diversity that make up DeKalb County as well as provide authentic opportunities for families to become truly involved in the School so it forms a stable part of community. The School's student recruitment efforts will be implemented throughout DeKalb County with an emphasis in Lithonia and the surrounding communities of Stone Mountain and Decatur. The School's community outreach plan will include student recruitment strategies for reaching out to families to share information about the School, the Leadership Curriculum, STEM Education, and the enrollment process. The outreach plan activities include, but are not limited to, the following:

- Hosting community meet and greets to provide parents with more in-depth information about the School, especially in high poverty, high-need communities
- Focused calling and texting campaigns to inform harder to reach families throughout DeKalb County
- Social media campaigns targeted to community stakeholders
- Forming partnerships with community-based organizations, pre-school programs, libraries, churches and houses of worship, youth organizations, etc. to disseminate information throughout DeKalb County
- Advertisement in community publications and local media outlets throughout DeKalb County
- Providing communication materials to DeKalb County School District to include in the District's School Choice publications
- Posting and distributing flyers in high-visibility areas throughout DeKalb County
- Reaching out to community businesses to promote awareness of the School
- Reaching out to post-secondary institutions to promote awareness of the School
- Hosting information tables at local community events
- Providing information on the School's website

- Hosting information nights for prospective parents several times during the school year

- Meeting with parents/guardians and other community stakeholders one-on-one at planned school visits scheduled throughout the school year

Question 24: General Provisions Regarding Student Discipline. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.

a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.

As required by the DCSD, the School has adopted its Student Code of Conduct and follows the rules and procedures Governance student discipline and dismissal therein, where applicable. Since LPA does not provide bus transportation, the rules regarding bus safety will not apply except when on field trips. The School will comply with all federal and state rules regarding student due process. The Student Code of Conduct will be posted on the School's website and copies will be made available to parents who do not have access to the Internet.

At LPA, discipline is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success. The School will ensure a positive school culture and the dissemination of the Student Code of Conduct to express that the school community has rules and regulations and the individuals who enjoy those rights and privileges must also accept the corresponding responsibilities including respect for, and compliance with, school rules.

The School will also use Positive Behavioral Interventions and Supports (PBIS), which aligns to and reinforces the School's Leadership Curriculum and character development studies. Teachers and staff are currently being trained in PBIS, which emphasizes a school-wide system of supports that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create a safe and positive school environment. PBIS recognizes that effective school discipline is anchored in meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS involves ongoing monitoring of discipline data to ensure discipline practices are implemented in a consistent, fair and non-discriminatory manner.

The Student Code of Conduct provides a consistent set of expectations for student behavior, reinforces positive behavior and provides students with opportunities to develop appropriate social skills, outlines the interventions and consequences for students who engage in inappropriate behavior, explains the rights of students with disabilities including procedural protections when disciplinary action is taken, and describes the rights and responsibilities of all members of the school community. The Student Code of Conduct applies to actions of the students at school, at school-sponsored and school-related activities, school-sponsored travel, and for school-related misconduct. The Code of Conduct is intended to outline a range of appropriate response for inappropriate behaviors and does not attempt to specifically address every possible infraction. However, it is important to note the following:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments

- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child

- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law

The Student Handbook will address dress code expectations, the use of electronic devices, bullying, cyber-bullying, intimidation and harassment, acceptable use policy for Internet and school technology resources, attendance expectations, medication policy, visitors on campus, search and seizure, classifying discipline infractions, corrective strategies, alternatives to suspension or expulsion, suspension, expulsion. appeals processes, alternative programs, and discipline for students with disabilities. As required by DCSD, the School will report daily attendance and discipline incidents using Infinite Campus.

Appendix 12A: Student Code of Conduct

Appendix 4A: Student Handbook

b. If the school intends to require a uniform, the dress code policy should also be included.

Appendix 4B: Student Dress Code Policy

Question 25: Discipline Provisions and Students with Disabilities. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.

Discipline Provisions and Students with Disabilities. The Individuals with Disabilities Education Act (IDEA, 2004) mandates that each child with a disability is entitled to a Free Appropriate Public Education (FAPE), including educational services, related services, and transition services. LPA will follow the IDEA and the accompanying federal and state regulations with respect to discipline for students with disabilities. When a student with a disability is facing suspension or removal for more than 10 consecutive or cumulative days throughout the school year, the School will put measures in place to assure that the student has continued access to the general curriculum and educational opportunities.

LPA's IEP Team will also work with parents/guardians to determine if the action will cause a change in placement by conducting a Manifestation Determination Review (MDR). If the behavior was determined to be a manifestation of the student's disability, the IEP Team and the child's parents/guardians may either modify the current IEP/BIP or agree to a change of placement. If the behavior was determined not to be a manifestation of the child's disability, then disciplinary procedures applicable to students without disabilities may be applied to the student.

LPA's appeal process will provide students and their families, who feel that the intervention or consequence taken is unwarranted or excessive, with the right to ask the CLO to review the matter and to reconsider the decision. In the event that the parent/guardian wishes to appeal the CLO's decision to suspend a student or refer a student for expulsion, they must appeal in writing and send any additional evidence not available at the time of the decision to the School's Governance Board. The Governance Board will convene an independent review panel of three to five individuals to review the case to ensure that there were no factual errors in the CLO's decision to suspend/expel the student, the student was charged with the appropriate Act of Misconduct, and the length of the suspension/expulsion was commensurate with the student's misconduct. The decision of the review panel regarding the appeal shall be the final decision of the School and a copy of the decision shall be sent to all involved parties.

LPA's Student Handbook will detail the procedures for filing an appeal with LPA as well as LPA's procedures for responding to an appeal filed with them. This policy will be in writing and shall be disseminated to all LPA community members and made available upon request. Parents/guardians assume the responsibility for providing a suitable education for the student during the expulsion period. During the expulsion period, the student may be eligible for placement in an alternative education program appropriate for permanently expelled students or a strict discipline academy. Before the student is allowed to return to LPA, the CLO and the Chief Academic Officer will gather and review all appropriate information, including any information the child's parents or guardians may wish to provide, and make a placement determination, inclusive of academic intervention strategies.

Question 26: Grievance Policy. Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.

Staff. It is the policy of the LPA Governance Board that all certified and non-certified employees shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. LPA encourages all employees to resolve complaints informally in a spirit of collegiality whenever possible. This policy is available when such efforts do not succeed or when, for any other reason, the employee desires to utilize the procedures in this policy. The CEO of the School is responsible for developing the procedures necessary for executing the policy for all staff of LPA. Further the Complaint or Grievance must be submitted in writing to the immediate supervisor of the staff member. This policy will be discussed at the beginning of each and every school year and procedures will be included in the staff handbook. See Appendix 12C for the Compliant and Grievance Procedure, including Forms for staff and timeframe for resolution of grievances.

Parents and Students. LPA's grievance procedure for students and parents allows for complaints and concerns to be addressed by phone call or a conference with the teacher. For those complaints and concerns that cannot be resolved with the teacher, the Governance Board has adopted a standard complaint resolution procedure. Additionally, LPA has a communications policy that includes the positive promotion of an environment of involvement and support for the School and its educational mission and goals. See Appendix 12C for Student and Parent Complaint Procedure and Forms and timeframe for resolution of grievances.

Public Communication Policy. LPA's Governance Board wishes to promote a positive environment in the School with an awareness of, involvement in, and support for the School and its educational mission and vision among all of its stakeholders. The Governance Board believes that a strong communications program is essential to increasing understanding of, commitment to, and advocacy for the School and its mission and goals. The Governance Board's policy is committed to: (1) keeping staff and other key stakeholders of the school informed; and (2) soliciting the input of parents, students, staff and others on programs, basic issues through appropriate channels (such as PTO, advisory council, and other community forums). LPA will provide information about the School through various channels such as newsletters, website, parent-engagement sessions, parent orientations, parent-teacher conferences, weekly news blasts, community newspapers, and community forums. The School's CEO will develop procedures for stakeholders, including parents and students to express their concerns and issues. This will be provided on the school's website, in the Student Handbook, available on-site at the school, and will be communicated annually, at the beginning of the school year (see Appendix 12C).

Question 27: Personnel. Describe a plan for organization and management of faculty, instructional staff, and other employees of the charter school. Please include a copy of the faculty handbook in the Appendix.

Personnel. The overall goal for the organization and management of staff is to provide employees with a work climate that nurtures, values, and acknowledges success. LPA's staffing plan ensures that the School has sufficient administrations, teachers, and staff with the right skills and experience to ensure successful teaching and learning (see Appendix 5A: School Organization Chart). The School emphasizes a work climate where teaching and learning is thoughtfully planned, regularly discussed, and all employees understand how their work contributes to the overall success of the School.

The major components of the School's staffing plan are: (i) a listing of all the positions required for operating the School along with job descriptions—roles and responsibilities, certifications, and knowledge, skills and competencies required; (ii) an outline of the professional development plan for all staff detailing training needs and timeline to ensure the necessary skills for each staff member; (iii) a description of the staff recruitment and hiring plan plus the School's organization chart and outside consultants that support School operations; and (iv) new employee induction/orientation including forms, policies and procedures, and expectations. The School climate also emphasizes the development of work plans and setting goals for all staff in collaboration with the Leadership Team (Chief Executive Officer, CLO, and the Chief Academic Officer) that offers opportunities for regular and frequent two-way feedback. The CLO evaluates staff using GaDOE's Teacher Keys Effectiveness System (TKES) (see Appendix 5B: Faculty and Staff Handbook).

Question 28: Staff Qualifications, Recruitment and Hiring Practices and Procedures, and Compensation.

a. Describe the school's employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.

One of LPA's strategic goals is to "Recruit and Retain Top Talent." The School recruits for open positions by hosting its own Job Fairs, posting positions on Teach Georgia, Georgia Charter School Association and postings in the local newspaper. The School also sends job announcements to local colleges and universities. In addition, The School participates in regional college recruitment fairs.

LPA will continue to adhere to the following employment practices:

- Comply with all policies and applicable federal and state laws concerning employee welfare, safety and health issues, including the requirement of federal law for a drug free workplace.
- All employees will be fingerprinted and will pass a pre-employment background check.
- LPA will hire a diverse and highly qualified faculty and staff, who will be recruited from a variety of sources.
- All professional staff will be interviewed by the CLO and at the CLO's discretion, a team composed of parents, teachers, and Board members. Paraprofessionals will be interviewed by the CLO and other persons designated by the CLO.

Definition of Terms:

- *Full-time employee*: Any employee working 30 hours or more per week on a permanent basis. This refers to personnel who are hired on an hourly basis and not staff who are employed on an annual basis.

- *Full-time status*: Achieved when an employee has worked 30 hours or more per week for 30 calendar days in any position(s). This refers to personnel who are hired on an hourly basis and not staff who are employed on an annual basis.

- *Hourly employee*: Any employee whose pay rate is based on an hourly rate.

- *Salaried employee*: Any employee whose pay rate is based on an annual rate.

- *Paid vacation days*: Will be determined by the School schedule. All employees will be entitled to paid vacation days.

- *Personal Days*: Each full-time salaried employee will accumulate leave at the rate of 1.25 days per month, which may be used for personal or sick leave. This leave may also be used for family leave and bereavement leave. Personnel called to active military duty will be able to return to a similar position at the termination of their military duty. Personnel may not accumulate more than 190 days over the course of their career.

- *Termination*: The Governance Board of LPA, upon recommendation from the Chief Executive Officer (CEO) of the School, will hire or terminate all personnel.

- *Personnel Records*: LPA shall comply with all policies and regulations, and applicable federal and state laws, concerning the maintenance and disclosure of employee records. The School shall maintain a confidential personnel file for each employee, which will contain evaluation information as well as any other employment-related documents or correspondence. All documents placed in the personnel file will have been signed by all concerned parties.

GAPSC certification will be required of all certified staff. All administrators will be certified by the GAPSC. The Special Education Specialist and Counselor will hold applicable certifications. The Library/Media specialist will have the appropriate training required for this position. Middle grade teachers of specific subject areas will be required to pass the GACE® in their subject area to ensure that they are qualified to teach in the specific area of specialization. LPA will require that all administrators, counselors and any other faculty who are required to hold state certification (Special Education Specialist, Gifted Teacher), be certified and hold a valid professional certificate issued by the Georgia Professional Standards Commission. LPA will make every effort to employ teachers who hold GAPSC certification.

All teachers will be highly qualified and placed in an in-field assignment 100% of the day, for which they have demonstrated subject area competency. Paraprofessionals will be required to hold a highly qualified certificate issued by the Georgia Professional Standards Commission. LPA will submit certified personnel information (CPI) to the DeKalb County School's Division of Human Resources no later than October 1, March 1, and July 1 and any other times requested by Human Resources personnel. LPA is committed to recruiting and retaining top talent. Teachers will be hired who have the training, skills, experience, and expertise in their subject areas to be able to provide instruction and support to students. All teachers will possess at least a BS or BA degree from an accredited institution. Teachers will have teaching experience, or experience and/or training in other professions that will be applicable to teaching at the School. LPA will make every effort to seek teachers who have additional endorsements in Reading, Math, Gifted and/or Science.

LPA will evaluate each teacher's resume, professional certificates and college transcripts to ensure that they are highly qualified as defined by the Georgia Professional Standards Commission (GAPSC). Each year during pre-planning, all staff members will participate in professional development regarding implementation of the Leadership Curriculum, effective teaching strategies to support a student-centered

teaching and learning environment, and policies and procedures that govern LPA. Professional development will occur throughout the school year and specific assistance will be given to teachers who demonstrate a need in a specific area.

b. Job descriptions are a required Appendix item.

Appendix 5D: Job Descriptions

c. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.

LPA will use the state salary schedule to compensate its teachers.

d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.

LPA will maintain a roster of substitute teachers who possess at a minimum two years of college and have passed a background check to work at the School. Substitute teachers will be paid at a rate of $80.00 per day. Long term Substitute Teachers who have a college degree will be utilized in the event a teacher is absent from the classroom for more than ten days. The rate of pay for a long term substitute is $110.00 per day beginning on the eleventh day of the assignment. Substitute teachers will replace classroom teachers who are absent for professional development, health or other reasons as approved by the CLO.

e. A salary schedule for all certified employees is required

Appendix 5C: State Salary Schedule

f. For Conversion Charters: How will the charter adhere to current DCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluations?

NA

Question 29: If certification by the Georgia Professional Standards Commission (GAPSC) is not required, please provide a description of the training and experience that will be required, including how the school will determine whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by No Child Left Behind (NCLB). If the teacher is required to be highly qualified under No Child Left Behind, please describe how the school will ensure the teachers meet the definition of "highly qualified."

Certification by the Georgia Professional Standards Commission (GAPSC). Due to the unique focus of the School's curriculum, which stresses leadership as an active, participatory skill, there are many professionals who can provide excellent training in this area who may not have a teaching certification. LPA shall have the flexibility to utilize these individuals to enhance the educational experience of students and staff. The Official Code of Georgia referring to Charter Schools (O.C.G.A. §20-2-2060-2071) does not require that teachers in charter schools hold GAPSC certification and the Charter School policies of the DCSS (IBB) do not have this requirement either.

To assess if a teacher hired at LPA without GAPSC Certification has the demonstrated competency in the subject areas(s) in which he/she will teach, the School will review college and university transcripts and previous employment will be assessed to determine its relevance to the teaching field. Applicants must have a PSC accepted college degree, with an appropriate GPA. They will be required to pass the Georgia Basic Skills Assessment (GACE ® Basic Skills) and as appropriate the Georgia Required Subject Content Assessment (GACE®). Teachers hired at LPA who are not highly qualified will be placed on a professional development plan that will address the area in which they need to become highly qualified in and will have one year to complete the plan. This has been acknowledged by the GAPSC and LPA will use the Georgia Charter Schools Association's Teacher Alternative Preparation Program (TAPP), which allows well-qualified individuals to teach while they are obtaining certification.

LPA will submit certified personnel information (CPI) to the DCSD's Human Resources Department no later than October 1, May 1 and July 1 and other times upon request by Human Resources personnel. While the School will make every effort to hire all certified personnel, there are many persons who have the training and experience to provide excellent instruction who do not hold professional teacher certification. To date, 100% of teachers at the School are deemed highly qualified.

Question 30: Background Checks. Describe the charter school's procedures to ensure compliance with the requirement that all staff members and governance board members are subject to fingerprinting and background checks.

Background Checks. All staff members will be subject to fingerprinting and comprehensive background checks. Prior to employment individuals shall report to the DeKalb County Department of Public Safety to be fingerprinted and shall submit to background checks conducted by companies certified as reliable by Consumer Reports and included local and national databases. LPA will assume the cost of any fingerprinting.

Question 31: Employee Evaluation. Provide the methods of employee evaluations that will be utilized.

Employee Evaluation. Teachers will be evaluated using the TKES evaluation system. The CLO and members of the instructional Leadership Team will be evaluated using LKES. All staff members who will be evaluating personnel will be trained and credentialed. All classified employees shall be evaluated two (2) times each year. Each employee shall receive a copy of the evaluation document and an explanation of the evaluation process within thirty (30) days of beginning employment or at the start of each school year. The immediate supervisor to the employee shall be responsible for completing the evaluation and having a conference with the employee regarding the evaluation. Any employee whose performance is not satisfactory at any point will work with the supervisor to develop an individual corrective action plan. All employees shall have the right to appeal his/her evaluation and the employee's summative evaluations shall be kept in the employee's personnel file.

Question 32: State Health Benefit Plan Participation. State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A.§ 20-2-880 and O.C.G.A. § 20-2- 910.

State Health Benefit Plan Participation. LPA will participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. §§ 20-2-880 and 20-2-910.

Questions 33: Transportation. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.

Transportation. In the case of school-approved field trips, the School will contract with DCSD or a DCSD approved third-party vendor for transportation services that is in compliance with all state laws and regulations for transportation services. However, bus transportation to and from school will not be provided and parents/guardians will be advised of such during enrollment. The School will work with the PTO to facilitate carpools, share-a-ride, designate central student pick-up locations, and facilitate pick-ups for students who are not able to participate in car pools. By making these options available, students who are interested in attending the charter school will have several opportunities for transportation

Question 34: Food Service. State whether the charter school will provide food services (including participation in the National School Lunch Program).

a. If food services will be provided, please describe this program briefly.

LPA provides meals services to all students in attendance. The School participates in the Federal School Nutrition Program and adheres to the rules and regulations outlined in procedures of the Food and Nutrition Service of the USDA. The food is prepared offsite in accordance with state mandated nutrition guidelines in a health department approved facility. The Nutrition Director works with the food service provider to ensure that state mandated nutritional guidelines are observed. All students are given the opportunity to apply for free and reduced priced meals. The Nutrition Director distributes applications to all parents at the start of each school year. The Nutrition Director along with the classroom teacher monitors the application process, and ensures that all returned applications are submitted to the DCSD for approval. This position is funded through the Federal School Nutrition Program.

b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.

N/A

VIII. FACILITIES

Question 35: Location of New or Existing Facilities and Building Modifications

a. Describe the school facilities to be used and their location(s). Please state whether the building is new or existing.

i. Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.

LPA is operated out of the East and West Education Buildings of the New Birth Missionary Baptist Church, which is located at: 6400 Woodrow Road, Lithonia, Georgia 30038. This is an existing facility and it is being used through the term of the charter and will continue to be used for the renewal term of the charter. The School facilities are located in separate buildings distinct from the main sanctuary of the church. The growth plan for the renewal term of the charter up to full enrollment is as follows:

Table 5: Proposed Student Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	70	76	80	80	80
1st Grade	70	76	80	80	80
2nd Grade	70	75	80	80	80
3rd Grade	70	75	80	80	80
4th Grade	70	75	80	80	80
5th Grade	70	75	80	80	80
6th Grade	70	76	80	80	80
7th Grade	70	76	80	80	80
8th Grade	70	76	80	80	80
TOTAL	**630**	**680**	**720**	**720**	**720**

ii. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.

NA

b. How does this facility meet the required space needed for the proposed school?

The East and West Education Buildings' layout contains classrooms and other academic support spaces plus administrative office space. The instructional classroom size exceeds the state minimum for classroom size. Overall, the facility is ideal for LPA's K-8 program with boys and girls restrooms, adequate common areas with lockers, sufficient gathering spaces—auditorium, cafeteria and dining hall, gymnasium, and media center. These spaces, by square feet, are listed below and will continue to be utilized during the renewal charter period. Additionally, the facility is in compliance with all applicable zoning and building codes and meets the requirements of the Americans with Disabilities Act (ADA), as amended.

- 14,768 SF of classroom space
- 7,497 SF of auditorium, office and meeting space
- 6,474 SF of additional classroom space and a science lab
- 5,760 SF of gymnasium space

We expect that this space utilization plan will accommodate LPA's growth and expected full enrollment of 720 students by year three of the charter renewal term (see Appendix 6A: School Building Floor Plans).

c. Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)

Description of Room	**Quantity**
Classrooms	Elementary: 24; Middle: 12
Science Lab	1
Administrative Offices (Leadership Team)	3
Conference Room	1

d. Describe any pending modifications necessary for utilizing the space for educational purposes. (Building plans must be approved by the DeKalb County School's Facilities department.)

No modifications are necessary for utilizing the space for educational purposes.

i. If applicable, please include a narrative of plans to remodel or renovate the facility in order to comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how these modifications will be financed and the anticipated completion date for each major phase of renovation.

NA

e. For any proposed facility owned, operated, or to be leased from a religious entity, include evidence of how there would be clear separation of church and state for the operation of a public school.

The church building has a separate entrance from the School that is clearly marked and identified. There are no religious symbols, pictures or statues in the school building, classrooms, and common areas used by students. The church does not conduct any of its programs in the school building during school hours and it does not share employees or programs with the School. No members of the Governance Board are directly affiliated with the church and only a very small percent of church members' children attend the School. All marketing materials for the School clearly state that the charter school is neither operated by nor affiliated with the church.

i. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled "Building Lease with Religious Organization Form," regarding this arrangement.

Appendix 7A: Building Lease with Religious Organization Form

f. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include: i. The scope of the work to be completed and proposed funding mechanism to cover these costs; ii. The person(s) who will manage the project and their qualifications; and iii. A project timeline.

N/A

Question 36: School Site Selection Form. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a "Phase I Environmental Site Assessment." Place these items in the Appendix.

Appendix 6B: School Site Selection Form

Question 37: Documentation of Ownership/Lease Agreements and Occupancy. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

Appendix 7B: Facility Lease Agreement

Question 38: Certificate of Occupancy. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

Appendix 6C: Certificate of Occupancy

Question 39: Safety and Health Requirements.

a. Provide a statement acknowledging that as an independent charter school, the charter school must develop and submit a school safety plan in compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, by a specified date.

LPA acknowledges that as an independent charter school, it will develop and submit a School Safety Plan in compliance with OCGA §20-2-1185, Safe School Plan, to the Georgia Emergency Management Agency (GEMA) and the District, for approval, no later than 30 days prior to the start of the school year. The School Safety Plan is developed with input from students and their families, teachers, community leaders, and district staff in consultation with the fire marshal, police chief, and other emergency management agencies. The School Safety Plan includes thoughtful and practical strategies for: preventing the growing incidence of violence in schools, responding effectively to such incidents, and for providing a safe and secure learning environment for all students, teachers, other school personnel, and visitors. The School Safety Plan is reviewed and revised annually. At the beginning of each year, students are instructed on the different response strategies within the School Safety Plan and the school community will be prepared and practiced in responding to various threats.

b. Provide the school's emergency/safety plan in the Appendix.

Appendix 7C: School Safety Plan

c. Describe how all local and state policies related to health and safety will be met.

LPA will continue to work with the DeKalb County Health Department to ensure that all mandated screenings (hearing and vision tests) are completed for all enrolled students, manage the school-based medication administration program, assure that all students' immunization records on-file are current, develop and disseminate health promotion materials, and evaluate and monitor the School's health services. The School's health-related policies ensure that: (i) students have proper immunizations and documents; (ii) students needing medication administered are provided with a medication administration form; (iii) automated external defibrillator (AED) are available and staff has been trained on how to use the device, additionally, all staff are encouraged to have cardio-pulmonary resuscitation (CPR) training in the event that the AED malfunctions; and (iv) staff are trained on reporting violent or disruptive incidents and reporting child abuse.

The School will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements and other applicable local, state, and federal fire, health and structural safety requirements and laws. The School will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The School will maintain a Certificate of Occupancy from the required government agency.

The School will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101. The School is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct.

IX. PARENT AND COMMUNITY INVOLVEMENT

Question 40: Involvement in Developing the Petition. Describe how parents, community members, and other interested parties contributed to the development of the petition and how they will be involved in the school.

Involvement in Development the Petition. Since the inception of LPA, the School has hosted community meetings, focus groups, and one-on-one meetings to obtain stakeholder perspectives on the public education needs within the community. Parents/guardians have also shared their thoughts on how the Leadership Curriculum could impact their child's academic development. This process has been invaluable and the input from all stakeholders has been used to inform the development and implementation of the school. Throughout the development of the renewal petition, beginning in January 2014, parents/guardians and community stakeholder meetings and focus groups were held to discuss and obtain input on many topics which included, but were not limited to, the following:

1. *Curriculum design* discussions were centered on the development and implementation of a rigorous and high quality curriculum. Parents/guardians and community stakeholders offered their views and were able to ask questions. The School obtained buy-in for the academic design as well as commitment from parents/guardians to support their child both at home and in school.

2. *School Governance* conversations were more of a teaching experience at first to help parents/guardians learn more about the Governance Board's management and oversight responsibility for the School and how it ensures that the mission of the School is being implemented. Parents/guardians and community stakeholders were made aware of all the opportunities they have to participate in school governance.

3. *School Advisory Council Development* talks focused on how to build capacity within the group to carry out the work and responsibility of the council, that is, the on-the-ground collaboration among parents, teachers, administrators, and community business partners to review school policy and make recommendations to the Chief Learning Officer and Governance Board for improving the School.

4. *Marketing and Enrollment* chats engaged parents/guardians directly in community outreach efforts where they were able to share their experiences and involvement at the school with potential students and their families. Parents/guardians are looking at ways, through the PTO, to formalize this experience into a "transition-in" and "transition-out" process each year.

5. *Facilities* dialogs spotlighted the trends related to the School's growth since inception and what that means for the School long term as it relates to facilities. Experts in school design, real estate, and financing were invited to speak with parents/guardians and community stakeholders. They shared information on the design and development process for building a school, the financial and legal requirements for funding the school building; and local knowledge about the real estate market in the county.

Appendix 8: School and Community Support documentation.

Question 41: Continuing Involvement of Parents and the Community.

a. Community and parental involvement are keys to charter school success. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.

Leadership Preparatory Academy recognizes the importance of community and parental involvement in the success of a charter school. Since its inception, parents and members of the Lithonia community have embraced the vision and mission of this school. Members of the community show their support and desire to be a partner in education by volunteering at our school level events i.e. Olympic Day, 5K Run, Hands on LPA day. Leadership Preparatory Academy provides students in DeKalb County a unique opportunity to be matriculate in a program that offers a rigorous curriculum and develops their leadership skills. The ever growing waiting list each year is evident that LPA is a choice for many parents in the community. Each year, LPA canvas the neighborhood as a part of our recruitment plan. Every family attends LPA appreciate the smaller class sizes and the personalized level of instruction that their child provides.

The feedback that we receive from parents and community members is essential to the ongoing success of LPA. Each year we schedule quarterly community forums to facilitate a two way conversation with our stakeholders. Evaluations from these forums indicate that stakeholders are committed to the preservation of this school. LPA has observed in uptick in external volunteers after our community forums. Most of these new volunteers do not have students at LPA. This type of outreach ensures that we remain connected to the community and that the community stays connected to us. Appendix 8 contains a petition of support from parents and community members.

Parents/guardians will continue to be part of the governance and decision-making process at the School through many opportunities that include, but are not limited, to the following:

- Serving as a member of the School Advisory Council or on one of its committees
- Serving as a member of the Governance Board or on one of its committees or taskforces
- Participate and assist with procuring speakers for afterschool clubs and programs in support of students' leadership skills development
- Participate and assist with procuring speakers for school related programs, for example, Writers Club and the Scholastic Book Fair
- Serving as a member of the PTO executive board or one of its committees
- School related committees defined by the CLO and set each year based on the needs of the school

Parents/guardians and community stakeholders will continue to actively participate in the School and they will also continue to use the National Network of Partnership Schools (NNPS) Model developed at John Hopkins University. The NNPS model helps to organize and sustain excellent research-based and goal-oriented programs of school, family and community.

The parent and community engagement plan is utilized to develop the School's Parent Involvement Plan. The essential elements of the model are:

(i) *Action Team for Partnerships*:

To organize and sustain the program with the aim to create a welcoming school environment and engage families and the community in ways that support student achievement and success.

(ii) *Framework of Six Types of Involvement*:

Parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

(iii) *One-Year Action Plan for Partnerships*:

Organized by type of involvement and focuses on the activities for each of the Six Types of Involvement.

(iv) *Program Evaluation*:

Includes evaluations to assist the School with documenting progress, program strengths and weaknesses, and improvements for the following year's plan.

Table 6: NNPS Six Types of Parent Involvement

Keys To Successful Partnerships: SIX TYPES OF INVOLVEMENT	
	PARENTING – assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
	COMMUNICATING – conduct effective communications from school-to-home and from home-to-school about school programs and student progress.
	VOLUNTEERING – organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.
	LEARNING AT HOME – involve families with their children on homework and other curriculum-related activities and decisions.
	DECISION MAKING – include families as participants in school decisions, and develop parent leaders and representatives.
	COLLABORATING WITH THE COMMUNITY – coordinate resources/services from the community for families/students/school, and provide services to the community.

b. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.

Appendix 8: School and Community Support

c. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.

LPA recognizes the importance of having partners to support the School. The Governance Board, PTO, parents, faculty and staff solicit support from various organizations to provide in kind donations to support programs and services to students. As an example of this type of solicitation, the Centers for Disease Control donated over $45,000 worth of technology and office supplies to our students in the 2013 school year. We have hired a part time Director of Development to write grants and seek additional partners to assist in continuing to bring the vision of LPA to fruition.

d. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.

The following is a list of current partners:

Partner	Description
Young Men of Leadership Preparatory Academy (YMLPA)	Mentoring program for boys
RUTH4Kids	Mentoring program for girls (grades 4-8)
Honors Chorus	Choir Director leads students in grades 3-8 in choral music practice and development after school in preparation for performances in the Metro Atlanta
Irvin & Associates	Leadership and character development through selected themes from "Fat Albert and the Cosby Kids." This is a national program that is being piloted at LPA and will be rolled out nationally in 2016-17 school year.
Infinity Global	Community Service Learning Projects
Fresh Treats	BETA Club sponsor
Sizemore Architects	Facility Development

See Appendix 8 for Partnership Support Letters.

X. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

Question 42: Fiscal Plans. Describe the School's plans for fiscal management; and specify how the School will manage budgets and expenditures.

Fiscal Plans. The Governance Board shall be accountable for the fiscal management and oversight of the School's resources. The Governance Board recognizes the importance of excellent fiscal management and oversight in managing public resources to achieve the mission and vision of the School. The Governance Board will be vigilant in fulfilling its responsibilities to see that funds are used wisely to achieve the purpose for which they are allocated. LPA's fiscal management plan seeks to achieve the following:

1. Engage in thorough advance planning to develop the budget and guide expenditures to achieve the greatest educational returns and the greatest contributions to the educational program. The Governance Board will also ensure that educational programs are reviewed on an ongoing basis.

2. Establish levels of funding which shall provide a high quality education for all students at the School and use the best available techniques and processes for budget development and management.

3. Ensure that timely and appropriate information and financial reports are provided to the Governance Board and all staff with fiscal management responsibilities in accordance with the Governance Board's Financial Management policy.

4. Establish and implement efficient procedures for accounting, internal controls, audit, risk management, investing, purchasing delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

5. Ensure compliance with DCSD and GaDOE fiscal requirements and the timely reporting of appropriate financial information to DCSD, GaDOE, and to other entities as required by law.

The School has the responsibility to establish and maintain an adequate system of internal controls in accordance with the Governance Board's Financial Management Policy. The Governance Board expects the School to put in place an internal control system with policies and procedures necessary to provide reasonable assurance that practices result in effective and efficient operations, reliable financial reporting, and compliance with applicable laws and regulations. The office of the CFO has the primary responsibility for internal controls, financial reporting, and compliance with applicable laws, rules and regulations. The external auditor is responsible for examining the adequacy of all internal controls related to finance and compliance and for reporting any weaknesses to the Governance Board.

The Chief Executive Officer (CEO) shall be responsible for preparing and presenting to the Governance Board for adoption, the annual school budget. The Governance Board expects that the CEO shall work closely with other members of the Leadership Team, the Chief Financial Officer (CFO) and the Finance Committee to assess the needs of the School and develop the School's annual operating budget accordingly.

In the event that it becomes necessary for the CEO to expend an amount greater than what was budgeted for a specific purpose, the Governance Board authorizes such expenditures up to the maximum amount listed in the Governance Board's Financial Management Policy. Any such expenditures shall be reported to the Governance Board at its next regularly scheduled meeting. In no circumstance shall the total amount spent exceed the line amount of the approved budget without prior authorization from the Governance Board.

Checks drawn on the general operating account or any special account will require the signature of the CEO and either the Governance Board's treasurer or board chairperson, who are authorized to sign only after approval of the annual operating budget by the Governance Board. All Governance Board members and School staff with fiscal responsibilities shall be bonded in accordance with the requirements set forth by the DCSD. It is the practice that employees who assist or administer any student activity account shall be bonded. Additionally, all invoices presented for payment must be accompanied with supporting documentation and approved for payment by both the CLO and the CEO.

The School shall maintain an inventory of all fixed assets in accordance with the Governance Board's Financial Management Policy. Fixed assets at this time include furniture and equipment. All qualifying assets shall be evaluated annually to reflect either an increase or decrease in total value. The Chief Executive Officer will be responsible for managing the School's fixed assets and managing the fixed assets inventory.

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The acquisition of supplies, equipment, and services shall be under the supervision of the CEO responsible for all phases of purchasing in accordance with the Governance Board's Financial Management Policy. The primary guideline Governance this responsibility are that all purchases fall within the framework of the Governance Board approved annual operating budget and be consistent with the instructional program goals of the School.

The procurement process for the acquisition of supplies, equipment, and services is done through a Request for Proposal (RFP) process in accordance to the Financial Management Policies of the Governance Board. Awards for supplies and equipment shall be made on the basis of the lowest price among responsible proposals and awards for services shall be made on the basis of best value. Through the office of the CEO, the specification for the RFP is developed and advertised; questions are received and site visits (as necessary) are completed; proposals are received and opened; an administrative review is conducted and the most responsible offer from the proposal submissions is determined; responsiveness and responsibility of the apparent low bidder is verified and the award is made. When necessary, Governance Board's approval is obtained and the contract is issued.

All wages earned by employees will be paid through the office of the CFO. Payroll procedures are contingent on accurate accounting of hours worked. The process for this is established by the CEO and implemented by administrative staff under the direction of the CLO. Compensation records shall be kept through the office of the CFO and reflect an accurate history of the compensation and related benefits paid to each employee. The School pays salaries on a regular schedule throughout the School year. There will be no salary advances. Salary deductions are allowed within the limits of the accounting system and all such deductions, other than those required by the federal and state laws, will be deducted only upon written approval of the employee.

The Governance Board shall ensure that the books and accounts of the School are audited annually and meets the audit procedures prescribed by the Governmental Accounting Standards Board (GASB). The Governance Board contracts with Bennett and Moody CPAs, a certified and licensed public accounting firm in the State of Georgia to conduct its annual audit in accordance with the Governance Board's Financial Management Policy.

Question 43: Budget and Cash Flow Spreadsheet. Please use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with §20-2-171.

Budget and Cash Flow Spreadsheet.

Appendix 9A: School Operating Budget and Cash Flow Projections

Appendix 9B: Budget Assumptions and Budget Narrative

Question 44: Chief Financial Officer. Identify the School's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

Chief Financial Officer. The School's Chief Financial Officer (CFO) holds all appropriate credentials required by the State Board of Education rule 160-4-9-.04 (see Appendix 9C: CFO Resume).

Question 45: Student Recruitment.

a. Provide a description of the method used to recruit the number of anticipated students at the School and a statement setting forth the School's plan for maintaining and/or increasing attendance.

LPA's goal is to recruit and enroll students at the School who reflect the broad range of ethnic and socio-economic diversity that make up DeKalb County. The School's student recruitment efforts will be implemented throughout DeKalb County with an emphasis in Lithonia and the surrounding communities of Stone Mountain and Decatur. The outreach plan activities include, but are not limited to, the following: hosting community meet and greets; social media, calling and texting campaigns; partnerships with community-based organizations; DCSD's School Choice publications; advertisement in community publications and local media channels; posting and distribution flyers; reaching out to community businesses to promote awareness of the School; reaching out to post-secondary institutes to promote awareness of the School; hosting information tables at local community events; the School's website; hosting information nights for prospective parents; and, meet with parents or guardians and other community stakeholders throughout the school year.

The School will work with students and their families to maintain and increase student attendance. In order to maintain and increase LPA's student attendance rate, the A&AT will monitor the following: the number of students arriving late for class; and the number of students who miss five or more days each semester. The School will ensure that parents are made aware of the importance of School attendance (part of the College and Career Performance Index), arriving on-time, and the resources and supports to get students to school. Finally, the School will reward students who achieve perfect attendance (no absences) or near perfect attendance (two absences).

b. Describe the manner in which the School's enrollment count will be determined for the purposes of calculating charter School funding, pursuant to O.C.G.A. § 20-2-2068.1 (c) or O.C.G.A.§ 20-2-2090 (d), as appropriate.

In accordance with the Charter School Act O.C.G.A. 20-2-2068.1(c), the student count for each year of operation shall initially be determined using an estimated student count based on confirmed enrollment of students at the beginning of the school year. After the first 100 days of operation, the School will revise its student count to be equal to the actual average daily attendance or the adjusted average daily attendance of the School. FTE's by program will be adjusted at the October FTE count. Payments from state and local earnings will be paid monthly beginning July 1st through June 30th of each year. Projected expenditures will be adjusted based on actual instructional needs.

Question 46: Provide a statement stating that the petitioner acknowledges that, if approved by both the DeKalb and State Board of Education, the charter School will begin to receive state and local funding from the DeKalb County School District on July 31st of the academic year the School begins operations.

Petitioner Acknowledgement. LPA acknowledges that if approved by the DeKalb and State Boards of Education, the School will begin to receive state and local funding from DCSD on July 31st of each academic year for the renewal term of its charter.

Question 47: Identify the representatives of the School who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is $1 million.

Financial Management of the Charter. The Governance Board will be responsible for the management and oversight of the financial management of the School. The Leadership Team at the School will be jointly responsible for the day-to-day financial management of the School. Team members include: Chief Executive Officer, CLO, and the Chief Academic Officer. Except as may otherwise be provided, the School has obtained and will maintain Crime and Fidelity insurance in the amount of $1,000,000 per loss subject (maximum deductible of $10,000 per occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.

Question 48: Other Sources of Funding, Grants, and Fundraising Charter Schools are encouraged to submit grant applications to federal, state, and local government agencies. In addition, charter Schools may receive funds from private sources such as corporations, individuals, foundations, and philanthropic groups. The charter School shall be solely responsible for the use and accountability of any federal, state, private or local grants. In addition, the charter School shall be solely responsible for the repayment of any loans or demands for the repayment of grant funds obtained by the School.

a. Please describe in detail the School's plans for securing other sources of funding. This plan should demonstrate financial independence from the School district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.

LPA has procured the services of a part time Director of Development who investigates grants from foundations and gifts from individuals that support charter schools. The Development Director works with the Governance Board's Development Committee to create the School's Fund Raising Plan. The part-time Director of Development will work with business leaders, parent volunteers, staff, and community leaders to implement the School's Fund Raising Plan:

- Establish short-term and long-term goals for LPA's annual fund raising program
- Develop comprehensive job responsibilities for key members of parents, staff, business, and community which streamline the task of implementing the annual fund, and guarantees that assignments are not duplicated or overlooked
- Devise a twelve month plan for the annual fund, with detailed schedules and deadlines for each component of the program
- Identify appropriate audiences and develop a strategy to approach each audience
- Determine what mix of techniques would be appropriate, i.e., direct mail, phone- a-thons, personal solicitation, special events, etc.

- Draft annual materials including the text for all letters, brochures for inserts which may be desired, response devices and report forms

b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your School would remain solvent if you do not receive these funds.

The Development Director is developing a condensed plan to attract Annual Fund support for LPA from the Board, faculty/staff, current parents, and foundations. The plan will be implemented in the second half of the 2014-15 school year. The tentative primary financial goal will be to raise $25,000 to $50,000 by the end of the school year. The School is currently operating at a surplus based on FTE revenues.

c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder. This may be included as an Appendix item.

The School has not secured any significant funding from private sources that would individually amount to more than $1,500. However, the Director of Development is currently working on potential funding and partnership development lists that include but are not limited to the following:

- ***Potential Funding Sources***
  - The AFLAC Foundation
  - The Community Foundation of Greater Atlanta
  - The James M. Cox Foundation
  - Georgia Power Foundation
  - The Marcus Foundation
  - Wayne Rollins Foundation
  - The Tull Charitable Foundation
  - Turner Foundation
  - Robert W. Woodruff Foundation

- ***Potential Partnership Development Organizations***
  - Center for Education Integrating Science, Mathematics and Computing (CEISMC) Mentoring program to recruit GA Tech students with strong science, mathematics and computing background to work in our classrooms to enrich students' educational experiences and their Middle School Outreach program.
  - Society of Women Engineers (SWE) to visit our classrooms to give presentations about engineering.
  - Organization of Black Aerospace Professional (OBAP) to visit our school to give presentations about careers aviation and aerospace engineering.
  - South Eastern Consortium of Minority Engineers (SECME) to provide teacher professional development to gain a deeper understanding of the sciences, mathematics, and technology to deliver engaging instruction, demonstrating its relevance to careers.

d. If any, provide evidence of your organization's federal tax-exempt status in the Appendix.

Appendix 11B: Federal Tax Exempt Status

XI. DESCRIPTION OF GOVERNANCE STRUCTURE

Question 49: Governance Boards or School Councils. Please disclose how the School will be governed by stating whether the School will utilize a Governance board or a local School council as provided for in O.C.G.A. § 20-2-85.

Governance Boards or School Councils. LPA is governed by a Governance Board of Directors (see Appendix 13A: Governance Board's Organization Chart) and, at the School level, a School Advisory Council (SAC) that is modeled after Local School Council. The SAC is designed to assist the CLO and meets for the purpose of planning site-based decisions in accordance with the policies of Governance Board, DCSD, DeKalb County Board of Education, and administrative policies and procedures of the School. Both the Governance Board and the SAC will be subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. Meetings of both the Governance Board and the SAC will be advertised in advance and will be open to the public.

Question 50: Board Control and Management. Please state that the Governance board shall be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50- 14-1 et seq. and 50-18-70 et seq.

Board Control and Management. The Governance Board is responsible for the management and oversight of the School's affairs in accordance with the mission and vision of the School. Its duties shall include establishing the strategic direction of the School; developing and adopting policies that guide decision making in the School; securing funding for the implementation of the strategic plans and operations of the School; and, monitoring the implementation of all board-approved plans and policies. LPA acknowledges that the Governance Board shall be subject to the control and management of the local School board and subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. (see Appendix 13B: GaDOE Governance Matrix for Charter School).

Question 51: Governance Board Roles, Functions and Composition. Describe in detail the following:

- The Governance Board's function, duties, and composition (the minimum number of board members required by DeKalb County School District is five).

The Governance Board shall be responsible for hiring, supervising, evaluating, and terminating the CEO/CLO and CAO. The Governance Board shall have a written job description for each position so that roles, responsibilities, and expectations are clearly defined and understood by all parties. The Governance Board shall also establish clear definitions for the Governance Board–Chief Executive Officer relationship, for example:

CHIEF EXECUTIVE OFFICER	GOVERNANCE BOARD OF DIRECTORS
• Prepares the School's annual budget	• Approves the School's annual budget
• Oversees preparation of periodic financial reports	• Reviews periodic financial reports
• Implements proper financial controls	• Ensures proper internal controls are in place

The Governance Board shall be composed of community stakeholders with expertise in finance, legal, education, human resource management, board governance, real estate, and other areas of expertise required for the management and oversight of the School's affairs in accordance with the mission and vision of the School. The number of board members shall be between five and nine based on the organization's Bylaws. Board members will also represent the School in the community and solicit their support to achieve the School's goals. Their general responsibilities shall include, but not limited to:

- *Ambassadorship*. Promote the School's mission, generating goodwill for the organization, and encouraging support for staff and volunteers; make introductions to potential donors, foundations, and other supporters; and enhance the School's public standing.

- *Fiscal*. Adopt and maintain a balanced budget; review revenues and expenses on a monthly basis to ensure adequate resources to run the daily operations of the School; strengthen the School's financial base by participating in and contributing to its annual fund, up to their ability, and other development efforts; and, participate in strategic planning for the School.

- *Legal*. Maintain accountability and act on behalf of the School and its interests, putting aside personal concerns, affiliations, or constituencies; and develop and adopt policies to ensure that the School is organized and administered in a manner that is in compliance with all applicable federal, state, and local laws to ensure its legal and ethical integrity.

- *Staffing*. Hire and supervise the School's Leadership Team and review their performance based on goals agreed to between the Governance Board and the members of the Leadership Team; ensure succession planning to facilitate a strong transition should there be a sudden or unanticipated departure of any of the members of the Leadership Team; and, utilize board members' expertise to assist with determining, monitoring, and strengthening the School's programs and services.

- *Committee Structure*. Ensure effective organization and provide a flexible, streamlined board structure consisting of essential standing committees and task forces. Standing committees shall include but is not limited to: executive; governance; finance; teaching and learning; and development (fund raising). This structure allows the Governance Board to complete its management and oversight responsibilities and promptly respond to changing circumstances and match committees to goals set in the School's strategic plan.

- *Responsibilities of Board Members*: (i) attend 75% of board meetings annually; (ii) make a personal financial contribution, up to their ability, to the organization ensuring that the board achieves 100% participation; and, (iii) serve on at least one committee.

- How will the Governance board's role uphold the School's mission and vision? Please provide specific examples.

The Governance Board upholds the School's mission and vision by promoting the scholastic and personal (social-emotional) development of students as 21st Century scholars and leaders. Furthermore, the Governance Board will continue to uphold the mission and vision of the School through visible leadership and stewardship of the School's resources by: communicating the mission and vision of the School to the community; recruiting and mentoring Governance Board members to ensure shared values; holding the School's Leadership Team accountable for achieving the mission and vision of the School; and, participating in fundraising and other community events on behalf of the School.

- How will the Governance board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.

The Governance Board is responsible for the management and oversight of the affairs of the School, which includes the hiring, supervising, supporting, and evaluating of the CEO/CLO and CAO. The responsibility for evaluating the School's CEO/CLO and CAO shall rest with the Governance Board's Executive Committee.

The Executive Committee shall use GaDOE's Leader Keys Effectiveness System (LKES) to evaluate the CLO. The infographic below summarizes LKES from which a Leadership Effectiveness Measure (LEM) score is generated for the CLO by GaDOE.

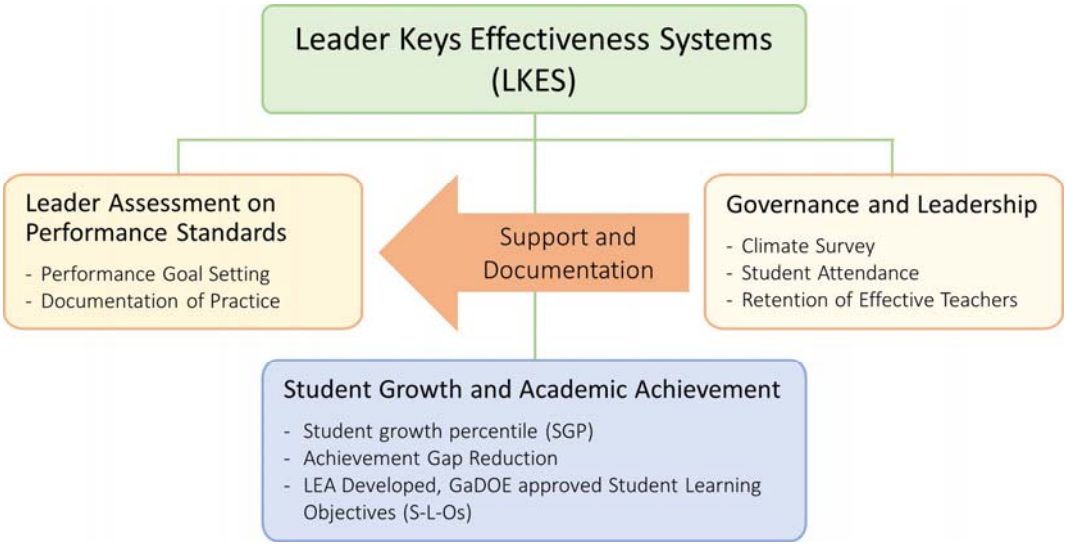


Figure 10: Georgia Department of Education Leader Keys Effective Systems (LKES)

The LAPS contains the major responsibilities of the CLO, which are:

1. ***Instructional Leadership*** *- fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to School improvement.*

2. ***School Climate*** *- promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe School climate for all stakeholders.*

3. ***Planning and Assessment*** *- effectively gathers, analyzes, and uses a variety of data to drive planning and decision-making consistent with established guidelines, policies, and procedures.*

4. ***Organizational Management*** *- fosters the success of all students by supporting, managing, and overseeing the School's organization, operation, and use of resources.*

5. ***Human Resource Management*** *- fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.*

6. ***Teacher/Staff Evaluation*** *- fairly and consistently evaluates School personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.*

7. ***Professionalism*** *- fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

8. ***Communication and Community Relations*** *- fosters the success of all students by communicating and collaborating effectively with stakeholders.*

The steps for evaluating the CLO's performance, based on the above standards, include performance goal setting and identifying documents of practice. The Executive Committee and the CLO shall set two goals at the beginning of the School year (pre-conference) based on the needs of the School and the professional needs of the CLO. The School Improvement Plan and the results from the CLO Self-Assessment shall be used to develop these goals.

The CLO and the Executive Committee shall identify appropriate sources of documentation that will be used to determine if these goals were successfully attained. The Executive Committee shall review multiple sources of data before evaluating the leader on the standards. The Executive Committee's evaluation shall be based on the totality of evidence and consistency in practice, both for the formative assessment in January/February and prior to the summative assessment in April/May. For example, the Climate Survey is completed by all certified and classified staff members and will be used to inform the summative assessment as well as act as a point of reflection for the CLO, generate goals for continuous improvement, and provide feedback for professional development.

The Executive Committee will ensure that the CLO participates in ongoing professional development to: validate teaching and learning as the central activities of the School; engage with staff and teachers to improve leadership skills; collaborate with staff to achieve organizational goals while still meeting the needs of individual staff members; use data and information in planning and decision making for continuous improvement; model effective teaching and learning processes; and, find opportunities to work, discuss, and solve problems with staff.

- How will the Governance board ensure effective organizational planning and financial stability? Please provide specific examples.

The hallmark of the Governance Board's leadership, first and foremost, has been the establishment and communication of the School's mission and vision. LPA's mission is to develop scholars through a rigorous academic program that engages all stakeholders by maximizing students' potential to lead in the 21st Century; and its vision is to become the highest performing charter school in the nation that produces well rounded leaders for the 21st Century.

The Governance Board shall develop the School's strategic plan which establishes the strategic priorities for the School with realistic goals and objectives for the term of the charter consistent with the established mission and vision. The plan will also have progress measurement indicators to measure accomplishments and make informed changes. The Governance Board and Leadership Team shall facilitate and work to establish among all stakeholders, a shared understanding and commitment to the future vision, goals and objectives, and the path to get there.

Annually, the Governance Board will review and assess the organization's structure and infrastructure with a focus on student academic achievement goals; people (roles, relationships, competencies, etc.); key operations systems and processes; information technology; facilities; and other critical resources. The review shall be completed using organization reports, structured interviews, surveys, and documents review, etc. The Governance Board will also conduct a board self-assessment or "check-up" to ensure a healthy and energized board. This annual review will yield functional organizational charts with near- and long-term recommendations to address gaps and take advantage of opportunities towards accomplishing the School's mission.

The Governance Board acknowledges that nonprofit organizations, in general, face a myriad of challenges in establishing and maintaining financial stability and LPA is no exception. In the face of reduced funding from the state and local School district year-over-year, LPA's first line of defense has

been the creation of a reserve account that holds a percentage of FTE revenues annually (Appendix 10: 2013 Audit Report). The School shall develop and review its fundraising plans annually to ensure organizational financial stability through the continued establishment and development of additional streams of revenues from government and foundation grants, private donors, corporate gifts and partnerships, and its annual fund.

Additionally, the Governance Board will lead, direct and coordinate its financial management and oversight responsibilities, which are to: approve the organization's annual operating budget; select and oversee the organization's independent auditors; ensure the quality and integrity of the organization's financial statements and reporting process; ensure the performance of the organization's accounting systems, fiscal controls and risk management practices, and tax and regulatory compliance; ensure compliance with the organization's code of ethics and conflict of interest policy; oversee all funding and debt instruments of the organization; and oversee the investment of the organization's idle funds.

- How and when will Governance board members be selected?

LPA's Governance Board is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the School. As representatives of the school community at-large, the Governance Board is the primary force pressing the organization to the realization of its mission. As a result, the Governance Committee is continuously recruiting community leaders and business professionals to serve on the Governance Board and its various committees and task forces.

The Governance Committee follows best practices in recruiting individuals with knowledge and expertise in finance, legal, human resources, education, board development, marketing and other areas, as needed, to carry out its management and oversight responsibilities of the School's affairs, in accordance with the mission and vision of the School. The Governance Committee recognizes that the work of building a great board involves more than simply getting an individual to fill a seat. Through very intentional planning, the Governance Committee aims to develop and maintain an effective board that is committed to the mission of the School, brings expertise in key areas of School operations, and represents diverse viewpoints.

The Governance Committee shall implement BoardSource's Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members (2nd Edition). This very intentional planning process guards against the sudden loss of a founder or key board member, so that the School is not caught off-guard and continuity in School management and oversight is ensured.

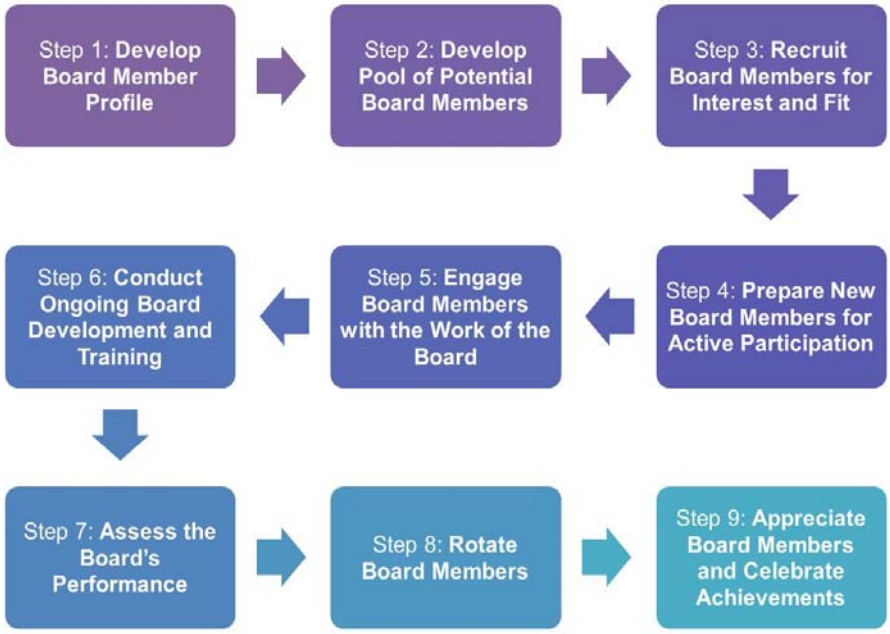


Figure 11: BoardSource's Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members

The Governance Committee's board building cycle emphasizes the importance of board governance and uses this process to build and maintain an effective board in fulfillment of the Governance Board's management and oversight responsibilities to the School.

- How long will each Governance board member serve?

The term of office for each board member shall be three years. The Founding Board implemented staggered terms for the initial Governance Board. Board members were divided into three classes to ensure appropriate succession and continuity in subsequent years. Class 1 served a one-year term; Class 2 served a two-year term; and Class 3 served a three-year term. Following the end of these initial terms, board members are eligible to serve one additional 3-year term. Board members may serve up to two consecutive three-year terms of service as stated in the organization's Bylaws.

- How will the Governance board ensure that current and future members avoid conflicts of interests?

The Governance Board has several means of ensuring that current and future board members avoid conflicts of interests. Firstly, the Bylaws of the organization (Appendix 11C: Bylaws) in Article VIII: Self-Dealing Transactions (revised and approved: February 17, 2014) describes the procedures for board members to follow to protect the organization's best interest when entering into a transaction or arrangement that might also benefit the private interest of a Director, Officer or employee or marital relation of a Director, Officer or employee.

Secondly, the Governance Board has approved a Conflict of Interest Policy (Appendix 11D: Conflict of Interest Policy) that provides more details related to Article VIII: Self-Dealing Transaction of the organization's Bylaws (approved February 17, 2014). The purpose of the Conflict Of Interest Policy is to protect LPA's tax-exempt status and is meant to supplement, not replace, any applicable state and federal laws Governance conflict of interests applicable to nonprofit and charitable organizations.

Thirdly, all Governance Board members are required to disclose any actual or possible conflict of interest and sign the DCSD Conflict of Interest Form (Appendix 13C: Governance Board Members' Conflict of Interest Forms) and the Code of Ethics Oath, annually. All Governance Board members receive training on the Code of Ethics (Appendix 12B: DCSD Code of Ethics*)* and Conflict of Interest policy that includes: procedures related to duty to disclose, determining whether a conflict of interest exists, procedures for addressing conflict of interest, violations of the conflict of interest policy; records of proceedings, compensation, annual statements, and periodic reviews.

- How will Governance board members be trained? How Often?

New board members will be assigned a veteran board member as a mentor, and shall plan school visits with the CLO to learn more about the School's instructional program, strengths and needs. There will be board member orientation annually. The Governance Committee will organize board training in the form of in-person and online seminars. Following board orientation, the Governance Board will participate in monthly and quarterly workshops, based on board member needs, which may include but is not limited to: fund raising, CLO evaluation, communication, finance and operations oversight, conducting meetings and Georgia's Sunshine laws, etc. The Governance Board will complete annually: strategic planning, board self-assessment, and committee structure review. Board members will also have the opportunity to attend the Georgia or National Charter Schools Annual Conference.

- How will Governance board members be removed from office, if necessary?

The manner and conditions under which Governance Board members may be removed from office are stated in the organization's Bylaws (Appendix 11C: Bylaws). Board members may be removed with or without cause by a vote of a majority of the board members then in office. The Governance Committee will monitor board member participation and expectations and make recommendations from time to time to remove members of the board if they fail to fulfill their responsibilities. For example, inconsistently attending board meetings, failing to participate in a committee of the board, or engaging in dysfunctional and disruptive behavior may be causes for removal. Additionally, if board members engage in activities unbecoming, they will be subject to the procedures and remedies of the DCSD's Code of Ethics (see Appendix 12C: Code of Ethics).

- Provide a brief plan for continuous governance training, recruitment and retention of high quality Governance board members?

New board members will be assigned a veteran board member as a mentor, and shall plan School visits with the CLO to learn more about the School's instructional program, strengths and needs. To maintain a strong foundation on which to build and sustain the Governance Board, orientation and ongoing board training and development shall be necessary. Board members will also have the opportunity to attend the Georgia or National Charter Schools Annual Conference.

Prior to the start of each School year (July 1), board members will participate in board orientation to communicate updates for the upcoming School year related to: the mission/vision, core values, charter petition goals and objectives, and strategic plan goals and objectives; roles and responsibilities of the Governance Board and its members; best practices for board service related to legal compliance, financial accountability, staff management, communication and advocacy; the school design, instructional program, and student achievement; the Governance Board Digital Handbook; and the financial management practices implemented at the School. Following board orientation, the Governance Board

will participate in monthly and quarterly workshops, based on the board member needs, which may include but is not limited to: fundraising, CLO evaluation, communication, finance and operations oversight, conducting meetings and Georgia's Sunshine laws, etc.

Additionally, on an annual basis, the board shall: (i) participate in strategic planning review and update to keep board members focused on the goals of the Charter Petition by finding creative and innovative ways to achieve them; (ii) complete a board self-assessment or "check-up" so the board can reflect and determine its overall effectiveness and measure its progress towards achieving the goals in its strategic plan; and, (iii) complete a review of its committee structure to ensure that the work for the coming year is aligned to the goals of strategic plan.

- Briefly explain the recruitment plan of new members if vacancies occur.

The manner and conditions under which Governance Board members may be recruited if vacancies occur are stated in the organization's Bylaws. A vacancy shall be declared, by a majority vote of the Directors, in any seat on the Board upon the death or resignation of the occupant thereof, or upon the disability of any occupant rendering him or her incapable of participating in the management and affairs of the corporation. Vacancies on the Governance Board, including those resulting from an increase in the number of Directors to serve on the Governance Board, shall be filled by majority vote of the attendees of the remaining members of the Governance Board. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. Replacement board members shall be recruited from the membership of the committees of the Board as well as from the professional networks of board members, the Leadership Team, and key stakeholders.

Question 52: Parent and Community Involvement on the Governance Board.

a. How will parents, community members, or other interested parties be involved in the charter School's Governance board?

Parents and community members will continue to be involved with LPA after the charter renewal approval by the State Board of Education. Parents and community members may serve directly on the Governance Board and on any of its various committees and task forces, which may include, but is not be limited to: governance committee, finance committee, development committee, teaching and learning committee, strategic planning task force, facilities task force, and technology task force.

b. How will the School promote parental and staff involvement in School governance?

Education is a shared responsibility where parents and staff are key stakeholders and their involvement enriches the teaching and learning environment and directly contributes to student achievement. The Governance Board promotes a healthy partnership with parents and staff by:

- Making sure the School is accessible and welcoming to parents as well as professional and collegial for staff;
- Making sure that parents and staff have open access to relevant information about the School's policies, programs, and services; and
- Encouraging meaningful opportunities for input into decision-making at the School and at the Governance board level.

LPA strives to maintain a welcoming teaching and learning environment for parents and to make it easier for all parents to participate in their child's education through the implementation of the National Network of Partnership Schools model. Research shows that when schools are successful in engaging parents, there is a strong and positive connection to improved student achievement. Examples of parent and staff involvement in governance include, but are not limited to, the following: serving on the Parent Advisory Council and its committees; serving on the Governance Board and its committees and task forces; and participating in surveys and various School meetings.

c. How will the School communicate with students' families?

Communication is at the heart of education and is a dynamic part of student success in the teaching and learning environment; and this type of student success is built on effective two-way communication on all levels of engagement at the School. Accordingly, LPA's family involvement policy, anchored in the Title I Parent Compact, is focused on improving student achievement and in engaging students and families in developing specific knowledge and skills related to teaching and learning. Generally, school-to-home communication is about programs, student progress, and academic achievement, which include, but is not limited, to the following:

- *Beginning of the year parent communication* includes a letter of introduction introducing the teaching team and welcoming families back to school; and meet the Teacher/Orientation to share information on curriculum, schedule, goals and expectations.

- *Parent communication throughout the year* in the form of weekly updates, monthly newsletter, updates on the School's website, social media to share student successes, and conferences, notes or calls to home to share positive and not-so-good news.

- *End of the year parent communication* includes conferences to share observations along with student samples and suggestions for home activities to support students' growth and development; and thank you notes to families letting them know that the teaching team enjoyed the opportunity to learn and grow with their children.

Question 53: Certificate of Incorporation. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b) (4). (Conversion Charter Schools do not need to provide certificates of incorporation; however, the by-laws used by the Governance board are still required).

Appendix 11A: Certificate of Incorporation

Question 54: Bylaws. In the appendix, please provide the proposed charter School's bylaws, pursuant to § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter School's mission and non-profit status and should include:

Appendix 11C: Bylaws

Question 55: Conflict of Interest. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding Governance board members must be disclosed.

Appendix 13C: Governance Board Members' Conflict of Interest Forms

Question 56: Board Member Resumes. Provide a brief description for each Governance board member that explains what role they will play on Governance Board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.

The following is a brief biography of current Governance Board members:

Lonnie D. Hall, Founder, Chief Executive Officer and Ex-officio Board Member
Expertise: Real Estate, Human Resources, Business
Committee/Task Force: Facilities, Technology

Lonnie has over thirty-five years of experience in real estate and business. He's an expert in property management, site surveys, appraisals, commercial leasing, marketing, and operations management. He's a skilled team-builder and motivator, and has a reputation for outstanding customer service and communication skills. He's been a Sunday School teacher, a Boy Scout Leader, and a member of the Fayetteville (N.C.) State University Board of Directors. A graduate of the University of North Carolina, Chapel Hill, and Lonnie is a veteran of the U.S. Armed Forces (Air Force Reserve). He has extensive experience in OSHA compliance, government procedures and regulations, and anything related to insurance, permits, licenses and tax issues regarding business and real estate. He's a member of the National Association of Realtors, and holds certifications in real estate brokerage and real estate appraisal.

Donna Ray Hill, Ed.D.
Expertise: Educational Leadership, Communication, Human Resources
Committee/Task Force: Board Vice-Chair, Governance Committee Chair, Executive Committee

Ray has over twenty years of experience in education, with fifteen years of experience in educational leadership and administration. He's been involved in public education in Georgia since graduating from Florida A&M (1992) with a B.S. in Music Education. He received both his M.A. (1995) and his Ed. D. (2002) in Educational Leadership from Clark Atlanta University. He's an experienced transformational leader with a long history of success in quality instruction and curriculum design/development with a proven record of success in rural, suburban and urban school settings. He's a creative problem-solver with the ability to manage conflict, improve morale, and exceed standard academic goals. He's a member of the Georgia Association of Educational Leaders (GAEL), the Professional Association of Georgia Educators (PAGE), the Georgia Association for Supervision and Curriculum Development, the National Association for Supervision and Curriculum Development (ASCD), the National Staff Development Council (NSDC), and the National Association of Secondary Black Educators (NASBE).

B. Thassanee Gutter-Parker, J.D.
Expertise: Business and Law
Committee/Task Force: Chairperson and Executive Committee

Mrs. Gutter-Parker has close to twenty years of experience as an attorney, specializing in real estate and personal injury litigation. She's a double graduate of The University of Wisconsin-Madison, where she earned both her Bachelor of Arts and Juris Doctorate degrees. She's a member of the American Bar Association, the National Bar Association, The Gwinnett County Bar Association, the Georgia Association of Women Lawyers, and the Georgia Association of Black Women Attorneys. She's worked as a lawyer for independent firms and insurance companies, and currently maintains her own practice in Metro Atlanta.

Donald E. Mason, Jr. Ed.D.
Expertise: Educational Leadership, School Turnaround, Instructional Design
Committee/Task Force: Chair of Teaching and Learning Committee, and Governance Committee

Donald is a high-performance school principal with nearly twenty years of experience in education. He's a passionate and positive educator and administrator with a proven ability to move schools forward by significantly improving student performance and creating solid and sustainable community partnerships that impact overall student achievement. He's capable of leading School employees to a higher level of productivity and increasing student accomplishments while simultaneously promoting a positive school culture that embraces life-long learning. Donald has both B.A. and M.A. degrees in English from North Carolina Central University, as well as Ed.S. and Ed.D. degrees from The University of Alabama. He's experienced in instructional design, formative and summative assessment, and data disaggregation. Donald has stellar interpersonal skills and is well-versed in managing and resolving conflict between individuals from different backgrounds and cultures.

Donrich L. Young
Expertise: Financial Investigation, Auditing, and Compliance
Committee/Task Force: Treasurer, Finance Committee Chair, Communications Committee

Donrich has over a decade of experience in criminal and financial investigation, with extensive knowledge in the areas of bank fraud, money laundering, mortgage fraud, contract fraud, equity skimming, public corruption, and narcotics trafficking. After graduating with a B.S. in Political Science from Lincoln University in Oxford, PA, Donrich went to work for the Federal Aviation Administration as an Air Marshall, while simultaneously pursuing a Master's Degree in Organizational Management from the University of Phoenix in Pittsburg, PA, which he obtained in 2003. After his work with the FAA, Donrich took a position as a Special Agent with the Department of Housing and Urban Development (HUD), where he was successful in prosecuting large-scale narcotics trafficking operations in public housing facilities in Western Pennsylvania. Following his tenure with HUD, Donrich continued his work as a Special Agent and criminal investigator with The Nuclear Regulatory Commission (NRC) and the Federal Deposit and Insurance Corporation (FDIC), all while maintaining a faculty position as an Adjunct Professor of Criminal Justice for Westwood College, one of the nation's leading online universities.

Wanda Dennis Hugget, Ph.D.
Expertise: Clinical Psychology
Committee/Task Force: Parent Engagement Committee Chair, Teaching and Learning

Wanda has 15 years of experience as a clinical psychologist, with expertise across a broad range of specialties, including personal motivation, life coaching, PTSD, crisis intervention, evidence-based psychotherapy, family counseling, group therapy, juvenile intervention, child therapy, and stress reduction. She's a graduate of Clark Atlanta University (BA 1992) and Saint Louis University (MS 1997 and PhD 1999) and a state licensed psychologist in both Georgia and Michigan. In addition to her private and clinical practice as a therapist, she's been involved in education for close to twenty years, first as a charter school consultant and then as a psychology instructor at Saint Louis University. For the past 13 years, Wanda has served as a consultant and instructor for the National Football League's Conduct Management Program, where she conducted seminars, workshops, and individual therapy sessions with players and player's families on topics such as stress management, domestic violence, emotional intelligence, and impulse control. Wanda is an active member of the American Psychological Association and the Detroit Chapter of the Association of Black Psychologists, and has published several scholarly articles in the field of psychology.

Illya Eliphis Davis, Ph.D.
Expertise: Higher Education, Cultural Studies
Committee/Task Force: Teaching and Learning Committee

Illya has 20 years of experience in education, and close to ten years of experience as a university professor of Religion, Political Science, and Philosophy. A graduate of Morehouse College in Atlanta, GA, and Harvard Divinity School in Boston, MA, he has dedicated his life to the study of the human condition, with a focus on African-American issues related to questions of identity, leadership, and practical ethics in a modern cultural context. He's published papers on prominent African Americans such as Benjamin E. Mays, and lectured on a wide range of contemporary and historical figures such as Martin Luther King, Jr., Cornel West, John Dewey, and Aristotle. He's active in the Atlanta area African-American leadership community, and is currently a faculty member at Clark Atlanta University.

Wanda S. Gilliard, Ed.D.
Expertise: Leadership Development, Administration
Committee/Task Force: Teaching and Learning Committee

Wanda has over 30 years of experience in education, with 24 years in DeKalb County Public Schools. Her career path demonstrates a commitment to teaching and education that's hard to match. After graduating from Benedict College in Columbia, South Carolina, with a B.S. in Science, she joined the Peace Corps Teacher Corps and taught math to high School students in Ghana, West Africa. From there, Wanda became a middle School teacher in Houston, Texas, where she stayed and taught for ten years while earning her Master's Degree in Education from Texas Southern University. In 1990, she landed at Cedar Grove High School here in DeKalb County, Georgia where she stayed until 2009. At Cedar Grove, Wanda taught math (Algebra through Pre-Calculus). From Cedar Grove, she moved to an administrative position—Assistant Principal—at Shamrock Middle School, and has since served as a Principal, a Principal on Special Assignment, a Director of Curriculum Reform, and Executive Director for Curriculum, a Senior Executive for Curriculum and Instruction, and finally as an Associate Superintendent for Curriculum and Instruction. During her time in Atlanta, Wanda also earned her Doctorate in Education from Clark Atlanta University (1998), where she currently sits on the faculty of the School of Education.

Lisa Patrice Haygood
Expertise: Business, Information Technology
Committee/Taskforce: Secretary, Communications Committee Chair, Executive Committee Member, Parent Engagement Committee Member

Lisa has almost 20 years professional experience in computer information technology. After graduating from Clark Atlanta University with a B.S. in Computer Science (1990) and an M.S. in Computer Information Systems (1995), Lisa went to work as a programmer for IBM, where she is still currently employed. For IBM, Lisa has done everything from troubleshooting end-user data issues, to managing large regional accounts for companies like Lexmark, ITS, and Michelin, to overseeing a team of up to thirty IBM contractors. In 2009, Lisa became the Program Manager for the Georgia Technical Authority's (GTA) Chargeback Program, and in 2010, she became the primary liaison between IBM and GTA. As the Account Interface Manager for IBM and GTA, Lisa is responsible for business controls compliance, audits, contract deliverables, risk/issues management, on-boarding/off-boarding, and third party contract management.

Philana Swann
Expertise: Administration, Employee Services, Payroll and Records Management, Logistics
Committee/Taskforce: Finance Committee, Parent Engagement Committee

Philana has over 15 years of professional experience in office management. After graduating from Savannah State University in 1997, she worked for ten years as an administrator for BellSouth, where she managed communication and logistics for multiple large accounts. As a team leader, she managed customer relations, coordinated telephone services, and maintained spreadsheet data to insure accuracy and availability for the production of statistical reports, reviews, and analyses. In 2009, Philana took a position at the CDC's Budget Branch of Financial Management Procedures. At the CDC, Philana manages and analyzes data that is focused on administrative and procedural activities relating to time and attendance procedures and delegations of authority tracking. She tracks and documents budgeting data from FMO Scorecard, manages personnel documents, performance plans, documentation records, security clearances, ID badges, recommendations for cash awards, and telecommute requests. She has an extensive working knowledge of Federal HHS and CDC Policies and Procedures. In 2010, Philana earned her MBA with a concentration in Health Services from Strayer University.

Appendix 13D: Governance Board Members' Resumes

Question 57: Grievances and Conflict Resolution between Parties.

a. What will the Governance board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group.

Teacher: The Governance Board will follow the procedure as outlined in the Complaint and Grievance Procedure for Staff ~ Leadership Preparatory Academy/ For Certified Employees. Their role is ultimately to hear the next level of the grievance/complaint and to ensure that due process was followed and that all evidence was presented, make a fair assessment and present a decision. See Appendix: 12C Complaint and Grievance Procedure for Staff ~ Leadership Preparatory Academy/ For Certified Employees.

Parents: The Governance Board will follow the procedure as outlined in the Student and Parent Complaint Procedure. Their role is ultimately to insure that the parents have followed the process of starting their conversation with the classroom teacher and then working their way up through the system to the CEO prior to coming to the Governance Board. They want to make certain that the parents voice was heard and that due process was followed on the part of staff and that the parents are clear about the resources that are available to them for resolution and that the lines of communication have been open throughout the process between home and school prior to their feeling the need to seek out Governance Board attention to their complaint. It is important to the Governance Board that the parents of LPA feel heard, feel that their students are in a place where attention is focused on student success and that the parents are a part of the "team."

Students: The Governance Board will follow the procedure as outlined in the Student and Parent Complaint Procedure. Their role is ultimately to ensure that "due process" has been followed in any complaint/grievance areas involving the students; that parents have followed the processes identified for resolving the issues presented to them. Ultimately, the Governance Board will send the decision back to the school leadership to implement their decision and let the student and the parent know of their decision in a written communication through the CEO. See Appendix 12C Student and Parent Complaint Procedure.

Community Concerns (including Parents): When community members address the Governance Board during their Board meetings, they have an opportunity to speak directly to them and share their concerns and/or issues. They sign their names to a list and a response to questions asked or concerns raised is sent to them at a later date.

b. Describe the plan or method that the charter School's Governance board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.

LPA acknowledges that the Governance Board shall be subject to the control and management of the local school board and subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. For any disputes arising between the DCSD and the Governance Board, the following procedures will be adhered to: (1) Any and all disputes between the charter school and DCSD will first be expressed in writing by the complaining party within 30 days of the incident; (2) written complaints initiated by DCSD shall be addressed to the board; (3) written complaints initiated by the board shall be addressed to the superintendent; (4) the board shall respond in writing to any DCSD written complaints within 10 business days from the date of receipt of the complaint; (5) the DCSD shall respond in writing to any board written complaints within 10 business days from the date of receipt of the complaint; (6) if necessary, the board members and the superintendent shall meet to resolve the complaint; and (7) in the event that the complaint cannot be resolved then the parties will, upon mutual consent, engage in binding arbitration.

c. Describe the method that the Governance board plans to utilize for resolving internal conflicts.

The Governance Board shall follow the DeKalb County Board of Education Code of Ethics for resolving internal conflicts. A Governance Board member who believes in good faith that another Governance Board member has violated any of the Governance Board's policies and procedures shall ask, by written request, the board chair to convene an executive session of the Governance Board. Upon such a request, the board chair shall convene an executive session to discuss or deliberate upon the possible disciplinary action of a Governance Board member. At least ten calendar days' notice of the executive session shall be provided to all Governance Board members. If no charges are to be brought and no hearing is to be held, the matter shall proceed no further.

Any vote to charge a Governance Board member with a violation of the Governance Board's policies and procedures shall be taken in an open meeting and shall require the vote of a majority of the Governance Board members present, provided a quorum is present. The Governance Board member or members suspected of the violation shall not be permitted to vote on the matter.

If charges are brought against a Governance Board member, the Governance Board shall conduct a hearing on the charges. At least thirty calendar days' notice of the date, time, and place of the hearing shall be provided to all Governance Board members. The accused Governance Board member's notice shall be sent by certified mail to the address listed with LPA and by electronic means. The accused Governance Board member shall be entitled to be represented by counsel at his/her own expense.

The parties by agreement may stipulate that some disinterested member of the State Bar of Georgia shall decide all questions of evidence and other legal issues arising in the hearing. At the hearing, both the Governance Board and the accused may call and cross-examine witnesses. The burden of proof shall be on the Governance Board to establish the alleged violation by a preponderance of the evidence. The hearing shall be open to the public while the Governance Board is receiving evidence or hearing argument.

If the accused Governance Board member is found to have committed the alleged violation, the Governance Board shall be authorized to take any or all of the following actions:

- Censure or reprimand the Governance Board member
- Disavow the improper acts or statements of the Governance Board member
- Require a public apology by the Governance Board member
- Initiate a civil action to recover the value of anything received by the Governance Board member in violation of the Governance Board's policies and procedures
- If warranted by the evidence and findings, report the matter to law enforcement authorities for possible consideration of criminal charges against the Governance Board member

A vote by a majority of the Governance Board members conducting the hearing shall be required to find that the accused Governance Board member committed the alleged violation and to impose sanctions. The Governance Board member or members charged with a violation shall not be permitted to vote on the matter. Any vote on the matter shall be taken in public.

Question 58: Business Arrangements or Partnerships with Existing Schools, Educational Programs, or Non-Profit Entities.

a. List any proposed business arrangements or partnerships with existing Schools, educational programs, businesses, or nonprofit organizations.

See Appendix 8. The list of partners is constantly being updated and additional potential partners are being contacted and we are awaiting responses.

b. Contact information for a representative of each business and/or partnership listed should be provided.

See Appendix 8.

c. Disclose any potential conflicts of interest within each arrangement or partnership.

None identified as this time.

d. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

See Appendix 8.

Question 59: Contracts with Charter Management Organization (CMOs) or Education Management Organizations (EMOs). Is the School utilizing the services of a charter management organization or educational management organization? If yes, please answer the following questions.

NA

XII. OTHER ADDITIONAL DCSD REQUIREMENTS AND REQUIRED ATTACHMENTS/APPENDIXES

Question 60: Legal Counsel.

a. Provide information on the school's legal representation or counsel.

The Governance Board anticipates that it shall require legal services with respect to such issues that include, but is not limited to, the following: student relations, employee relations, contract negotiations, and compliance with state and federal laws, regulations and policies. The Governance Board has legal counsel on retainer to address any situation that may arise during the term of the Charter. In addition, the Governance Board has allocated specific funds in the operating budget for the purpose of paying such fees for legal services rendered and has retained the services of:

Robert L. Fortson, Counsel
McGuireWoods LLP
1230 Peachtree Street, N.E, Suite 2100
Atlanta, GA 30309-3534
Tel: (404) 443-5812 | Email: rfortson@mwcllc.com

b. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?

The Governance Board and the School's Leadership Team will assure that the School is in compliance with all federal, state, and local laws with respect to public school education, charter school law, corporations and not-for-profits, tax exempt organizations, employment, and all related areas. Both the Governance Board and the School shall adopt and enforce a business ethics and legal compliance policy that governs the performance of their duties and shall conduct of the School's business in accordance with the highest ethical and legal standards.

c. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition documents to be submitted.

Legal counsel for the Governance Board has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.

Question 61: Indemnification and Insurance Requirements.

a. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas: (i) General Liability; (ii) Errors or Omissions; (iii) Property/Lease Insurance; (iv) Auto Liability; (v) Worker's Compensation; and, (vi) Theft.

LPA shall obtain insurance for the School in the following areas:

- ***Errors and Omissions*** – except as may otherwise be provided, the School shall obtain and maintain Educators Professional Liability Insurance (errors and omissions) in the amount of $1,000,000 per wrongful act and $3,000,000 in the annual aggregate per insured for all wrongful acts.

- ***General Liability*** – except as may otherwise be provided, the School shall obtain and maintain insurance with min. limits of $1,000,000 per occurrence with an annual aggregate of $2,000.000.

- ***Property/Lease Insurance*** – except as may otherwise be provided, the School shall obtain and maintain sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the School. The actual amount will be determined annually, if applicable.

- ***Auto Liability*** – except as may otherwise be provided, the School shall obtain and maintain business auto insurance to cover any vehicles (owned, leased, or hired) used by the school staff in performance of their school work. The actual amount will be determined annually, if applicable.

- ***Workers Compensation*** – except as may otherwise be provided, the School shall obtain and maintain workers compensation insurance in the amount of the statutory limits established by the Georgia Assembly.

- ***Theft*** – except as may otherwise be provided, the School shall obtain and maintain Crime and Fidelity insurance in the amount of $1,000,000 per lost subject (maximum deductible of $10,000 per occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.

b. In the petition, please provide the following statement: "Each insurance policy required by the DeKalb County Board of Education for <<charter school>> shall contain the statement 'The DeKalb County Board of Education is included as an additional insured.'"

Each insurance policy that LPA is required to obtain and maintain by the DeKalb County Board of Education shall contain the following statement, "The DeKalb County Board of Education is included as an additional insured."

c. In the petition, please provide the following statement: "<< charter school>> shall hold harmless and indemnify DeKalb County School District, the Board of Education, its members, officers and employees for every liability, claim or demand upon the charter school; and <<charter school>> agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities.

"Leadership Preparatory Academy shall hold harmless and indemnify DeKalb County School District, the Board of Education, its members, officers and employees for every liability, claim or demand upon the charter school; and the Leadership Preparatory Academy agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities."

d. Copies of the school's insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: "Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school." Please list the date by which evidence of insurance will be submitted.

Appendix 14B: Copies of Required Insurance Policies

e. In the appendix, please complete and attach the insurance/indemnification form on pages 43-44. Include the name of the school where applicable. This provision must be signed by an authorized representative of the proposed charter.

Appendix 14A: Insurance/Indemnification Form

Question 62: Required Appendixes and Statements in the Appendixes and Any Other Relevant Materials.

All Appendixes with requested and supporting information related to the charter renewal petition application are listed following the Table of Contents.

Question 63: DCSD Assurances and Required Statements. Charter School Petitioners are required to copy the statements below, as written, and insert into the charter petition as the last pages of the main section of the charter petition. Please check to ensure each statement is entered into the petition and initial by each statement in blue ink.

Appendix 15: Assurances and Required Statements

APPENDIX 1

Appendix 1A-Daily Schedule

Appendix 1B-Annual Calendar

Appendix 1C-Student Data Dashboard

Appendix 1D-College & Career Checklist by Grade Level

Appendix 1E-Documentation for Application for Accreditation

Appendix 1F-PLTW Agreement

Appendix 1A

Daily Schedule

Kindergarten

Block 1-Connections
Block 2- ELA
Block 3-Math
Block 4-Science
Block 5-Social Studies

1st Grade

Block 1-Connections
Block 2- ELA
Block 3-Math
Block 4-Science
Block 5-Social Studies

2nd Grade

Block 1-ELA
Block 2-Connections
Block 3-Math
Block 4-Science
Block 5-Social Studies

3rd Grade

Ms. Johnson-Ray Homeroom
Block 1 –ELA
Block 2- Science
Block 3- Connections
Block 4 –Social Studies
Block 5– Math

Ms. Copeland Homeroom
Block 1-Science
Block 2-Social Studies
Block 3-Connections
Block 4– Math
Block 5– ELA

Ms. Curtiss Homeroom
Block 1 – Math
Block 2 – ELA
Block 3-Connections
Block 4– Science
Block 5-Social Studies

4th Grade

Mrs. Mitchell's Homeroom
Block 1-ELA
Block 2-Science
Block 3-Connections
Block 4-Social Studies
Block 5-Math

Mr. Jefferies 's Homeroom
Block 1-Science
Block 2-Social Studies
Block 3- Connections
Block 4 Math
Block 5 ELA

Ms. McCormick's Homeroom
Block 1 – Math
Block 2 – ELA
Block 3-Connections
Block 4– Science
Block 5-Social Studies

5th Grade

Ms. Byrnes Homeroom

Block 1 – ELA
Block 2- Science
Block 3-Social Studies
Block 4– Connections
Block 5-Math

Ms. Smith Homeroom

Block 1–Science
Block 2- Social Studies
Block 3–Math
Block 4–Connections
Block 5-ELA

Ms. Phillips Homeroom

Block 1 – Math
Block 2 – ELA
Block 3-Science
Block 4-Connections
Block 5- Social Studies

6th Grade Class Rotation Schedule
2014-2015

	Period 1	Period 2	Period 3	Period 4
Clark's homeroom	Science	ELA	Social Studies	Math
Saluto's homeroom	Math	Social Studies	ELA	Science
Lamar's homeroom	ELA	Science	Math	Social Studies
Warren's homeroom	Social Studies	Math	Science	ELA

7th Grade Class Rotation Schedule
2014-2015

	Period 1	Period 2	Period 3	Period 4
Davis' homeroom	ELA	Social Studies	Science	Math
Nunn's homeroom	Math	ELA	Social Studies	Science
Jackson's homeroom	Science	Math	ELA	Social Studies
Johnson's homeroom	Social Studies	Science	Math	ELA

7th Grade Class Schedule
2014-2015

Period 1	8-9:25am
Period 2	9:30 – 10:55
Period 3	11:00-12:50 Lunch 12:20 – 12:45
Period 4	12:50 – 1:05pm
Period 5: Connections	1:10 – 2:05pm
Period 4 continued with homeroom included	2:10-3:15

8th Grade Class Rotation Schedule

2014-2015

	Period 1	**Period 2**	**Period 3**	**Period 4**
Scott's homeroom	Social Studies	Math	Science	ELA
Smith's homeroom	ELA	Social Studies	Math	Science
Godfrey's homeroom	Science	ELA	Social Studies	Math
Golden's homeroom	Math	Science	ELA	Social Studies

8th Grade Class Schedule

2014-2015

Period 1	8-9:25am
Period 2	9:30 – 10:55
Period 3	11:00-12:25
Period 4	12:30 – 2:05pm Lunch 12:50-1:15pm
Period 5: Connections	2:10 – 3:05pm
Homeroom	3:10-3:15

Appendix 1B

Annual Calendar

Leadership Preparatory Academy
Proposed Calendar

6400 Woodrow Road, Lithonia, GA 30083
Phone : 678-526-2588 | Fax : 678-526-2581
www.leadershippreparatoryacademy.org

2015-2016 School Year Calendar

July 2015

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July 4 - Independence Day

August 2015

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sept. 7 - Labor Day

October 2015

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov. 3 - Election Day

Nov. 26 - Thanksgiving Day

December 2015

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. 25 - Christmas Day

January 2016

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan. 1 - New Year's Day

Jan. 18 - MLK Day

February 2016

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

Feb. 15 - Presidents' Day

March 2016

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Apr 4 - 8 - Spring Holidays

May 2016

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 30 - Memorial Day

June 2016

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

CALENDAR LEGEND

Leadership Transition Day

Holiday - School Closed

7/20/15 Staff Reports | 7/27/16 Students Report

2014-2015 Testing Calendar

Below is a list of dates when DeKalb students will take national, state, and system assessments during the 2014-2015 school year. Attendance has a direct influence on student achievement. As a result, it is important that students are present in school every day, especially on test days. Attendance on designated test days give students an opportunity to show what they know, providing teachers with valuable information that will help to improve teaching and learning.

Elementary School testing Dates

Oct. 6 – 10, 2014	Cognitive Abilities Test (CogAT)	Grades 1, 3, and 5
Oct. 14 – 24, 2014	Iowa Tests of Basic Skills (ITBS)	Grades 1, 3, and 5
Jan. 20 – Mar. 3, 2015	ACCESS for English Language Learners (ELLs)	Grades K – 5
April 21 – April 30, 2015	Georgia Milestones (EOG)	Grades 3 – 5
May 18 – Jul. 24, 2015	Georgia Milestones (EOG) – Retest	Grades 3 and 5

Middle School Testing Dates

Oct. 6 – 10, 2014	Cognitive Abilities Test (CogAT)	Grade 7
Oct. 14 – 24, 2014	Iowa Tests of Basic Skills (ITBS)	Grades 7
Jan. 20 – Mar. 3, 2015	ACCESS for English Language Learners (ELLs)	Grades 6 – 8
April 21 – April 30, 2015	Georgia Milestone (EOG)	Grades 6 – 8
May 4 – May 11, 2015	Georgia Milestone (EOC) (Carnegie Credit Courses)	Grade 8
May 18 – Jul. 24, 2015	Georgia Milestone (EOG) – Retest	Grade 8

High School testing dates

Aug. 8 – 22, 2014	Georgia Milestone (EOC) Mid-Month	Grades 9 – 12
Sept. 8 – 12, 2014	Georgia High School Graduation (GHSGT) Retest	Grades 11 - 12
Sept. 15 – 25, 2014	Georgia Milestone (EOC) Mid-Month	Grades 9 – 12
Sept. 24 – 25, 2014	Georgia High School Writing Test (GHSWT) **Main Administration**	Grade 11
Oct. 14 – 17, 2014	Georgia Milestone (EOC) Mid-Month	Grades 9 – 12
Oct. 15, 2014	PSAT	Grade 9 - 11
Oct. 30 – Nov. 21, 2014	International Baccalaureate (IB) Exams	Grade 9-12
Nov. 3 – Dec. 19, 2014	CTAE End of Pathway Exams	Grades 9 - 12
Nov. 10 – 14, 2014	Georgia High School Graduation (GHSGT) Retest	Grades 11 – 12
Nov. 17 – 21, 2014	Georgia Milestone (EOC) Mid-Month	Grades 9 – 12
Dec. 8, 2014 – Jan. 23, 2015	Georgia Milestone (EOC) **Winter Main Administration**	Grades 9 – 12
Jan. 20 – Mar. 3, 2015	ACCESS for English Language Learners (ELLs)	Grades 9 – 12
Jan. 20 – 23, 2015	Georgia Milestone (EOC) Mid-Month	Grades 9 – 12
Feb. 9 – 13, 2015	Georgia Milestone (EOC) Mid-Month/Retest	Grades 9 – 12
Feb. 25 – 26, 2015	Georgia High School Writing Test (GHSWT) Retest	Grade 11
Apr. 20 – May 19, 2015	CTAE End of Pathway Exams	Grade 9 - 12
Apr. 29 – May 26, 2014	International Baccalaureate (IB) Exams	Grade 9-12
Mar. 9 – 13, 2015	Georgia Milestone (EOC) Mid-Month	Grades 9 – 12
Mar. 16 – 20, 2015	Georgia High School Graduation Test (GHSGT) **Main Administration**	Grades 11 – 12
May 4 – Jun. 5, 2015	Georgia Milestone (EOC) **Spring Administration**	Grades 9 – 12
May 4 – 15, 2015	Advanced Placement (AP) Exams	AP Students
Jun. 15 – Jul. 17, 2015	Georgia Milestone (EOC) **Summer/Retest Administration**	Grades 9 – 12
Jun. 17, 2015	Georgia High School Graduation (GHSWT) Retest	Grades 11 -12

Student Learning Objectives

Students must participate in SLO Pre and Post Assessments for all courses where there is not a state required test Pre-Assessments must be administered within the first 10 days of a student entering a course and Post-Assessments must be administered at the end of each course and no later than May 15, 2015.

Universal Screener

Students in grades k-9 are required to participate in the three main Universal Screener Windows. All schools have the capability and may administer the screener to all students to support instruction.

Local Schools will communicate testing dates within administration windows. Contact your local school with questions.
This calendar is produced by DeKalb County School District's Department of Research, Assessment, and Grants.

**This calendar is subject to change pending additional and timely information from the GA DOE during the transition phase to the new Georgia Milestone Assessment System

Appendix 1C

Student Data Dashboard

2015 Title I Reward School

This certificate is awarded to

Leadership Preparatory Academy

DeKalb County

High-Progress Reward School



John D. Barge

October 17, 2014

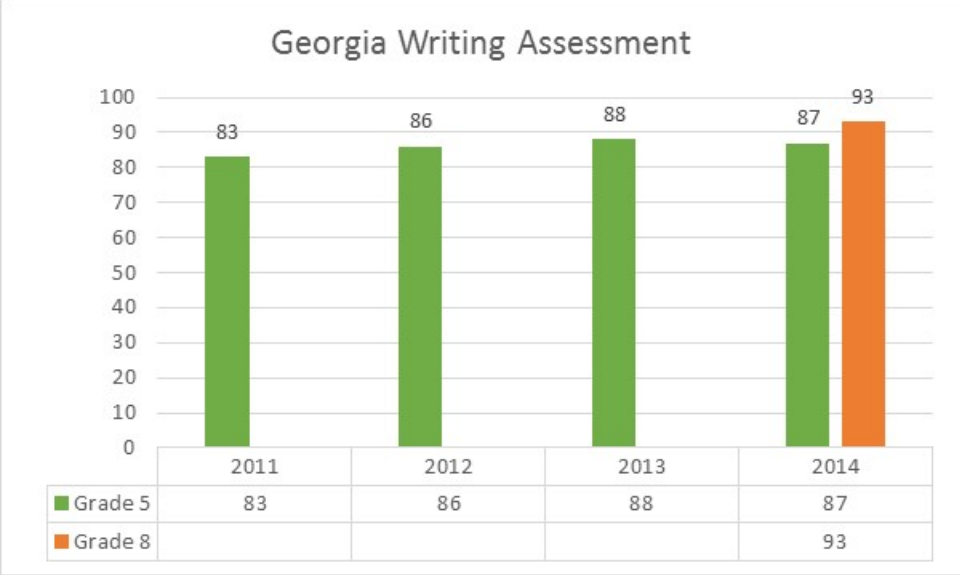
Student Data Dashboard

The Student Data Dashboard clearly demonstrates a trend wherein students' average scores for Grades 3-5 on the CRCT tests consistently outperformed DCSD students' averages on the same CRCT tests. Of particular note is the upward trajectory of CRCT scores for LPA students: as each year passes, the margins between LPA student's average scores and DCSD student averages continue to increase, with LPA's scores improving, and DCSD scores staying roughly the same. The Student Data Dashboard also clearly demonstrate a trend wherein LPA student's average scores for Grades 6-8 on the CRCT tests consistently outperform DCSD student averages on the same CRCT tests.

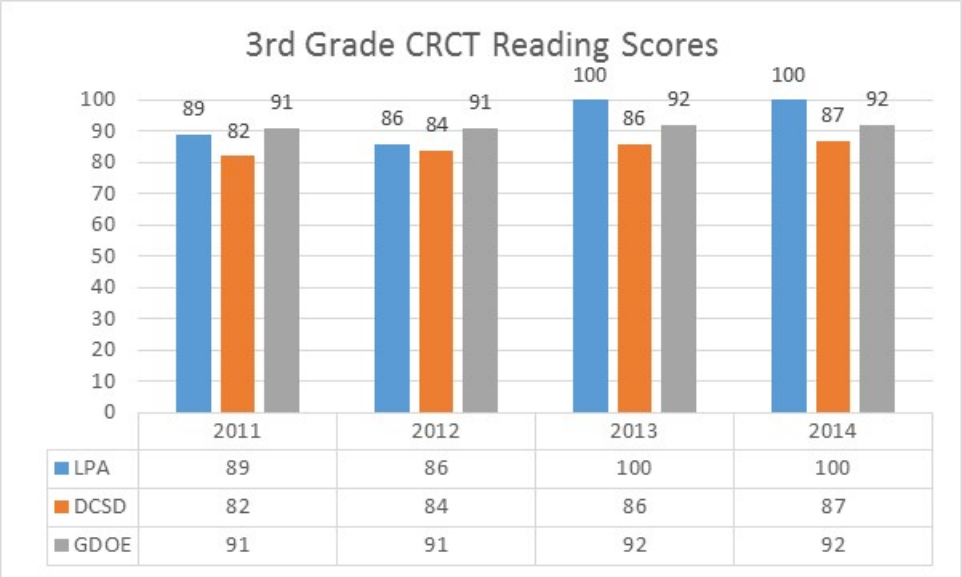
The Student Data Dashboard demonstrates a trend which LPA is working to reverse: school-wide scores for STEM-related CRCT test areas clearly lag behind those for Reading and ELA CRCT test scores. To address and improve students test scores, LPA is implementing a rigorous and systematic school-wide STEM Education, using Project Lead the Way (PLTW). PLTW provides a robust increase in teacher professional development, materials, and blended learning opportunities that would allow LPA to bring its STEM-related CRCT test scores up to par with its Reading and ELA CRCT test scores.

Teachers continue to emphasize reading and writing across all content areas, for example, leadership projects and student portfolios, and for projects completed during out-of-school time. As the chart below shows, the 8th Grade writing assessment was a 93%, the third highest score in DCSD and one of the highest in the state. As a whole, students consistently core above the state and district in reading and writing.

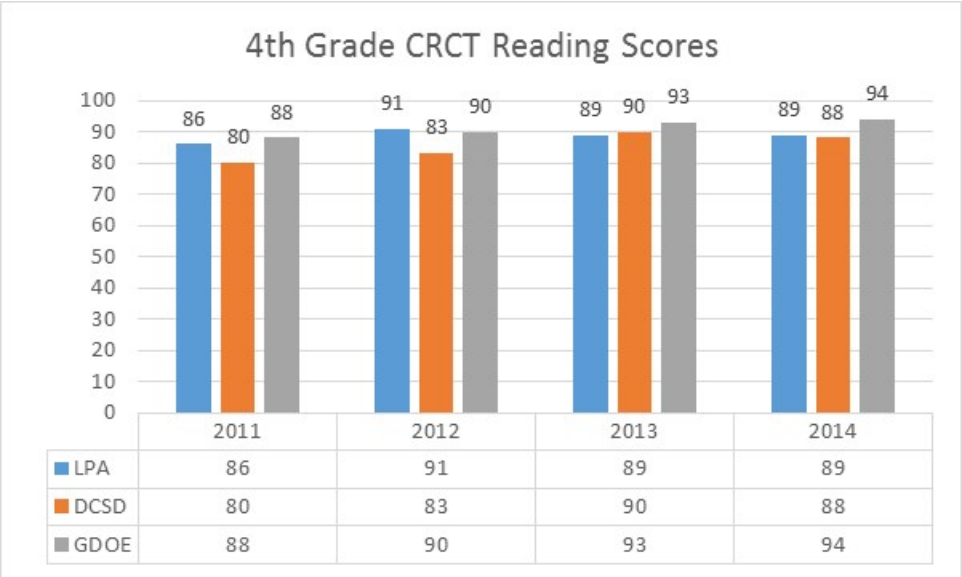
Georgia Writing Assessment



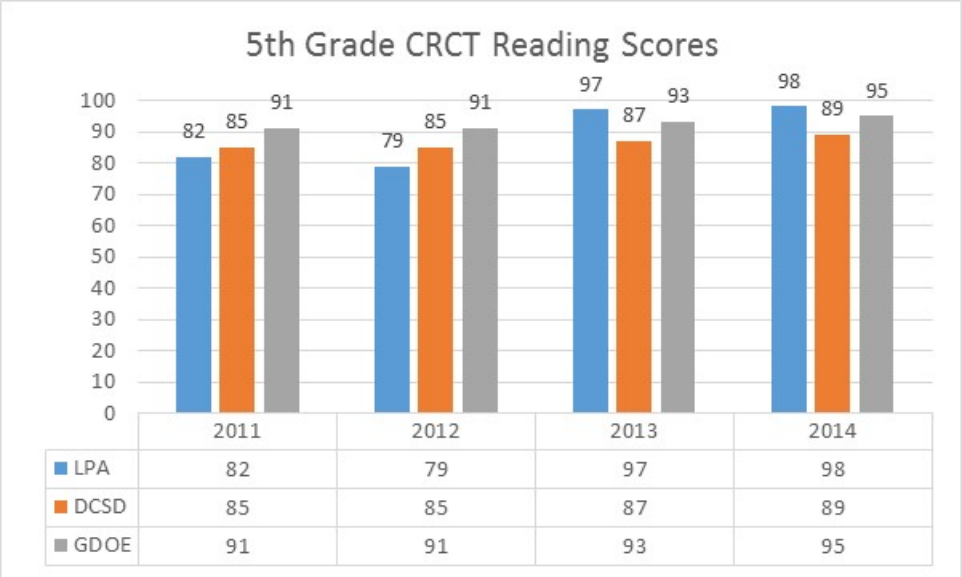
CRCT Reading



	2011	2012	2013	2014
LPA	89	86	100	100
DCSD	82	84	86	87
GDOE	91	91	92	92

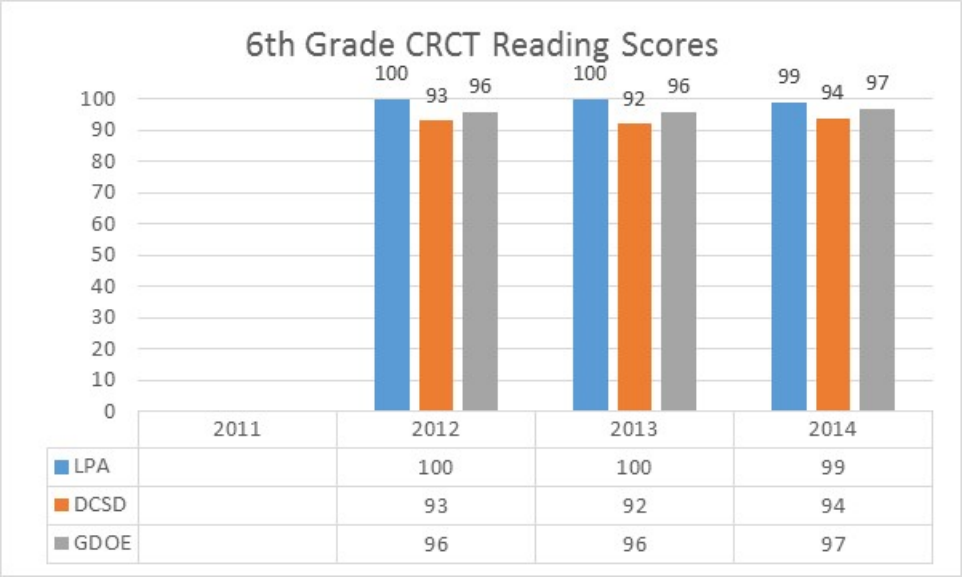


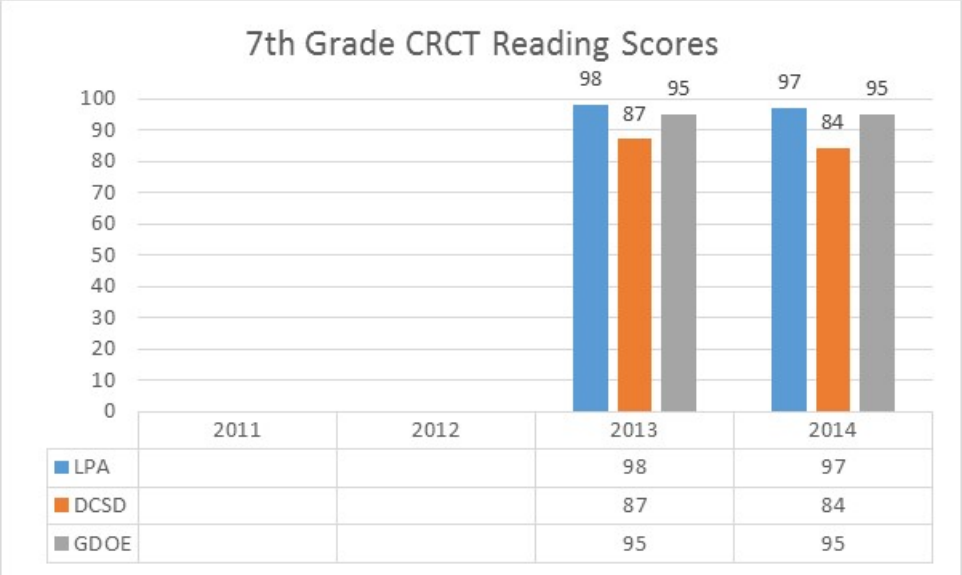
	2011	2012	2013	2014
LPA	86	91	89	89
DCSD	80	83	90	88
GDOE	88	90	93	94

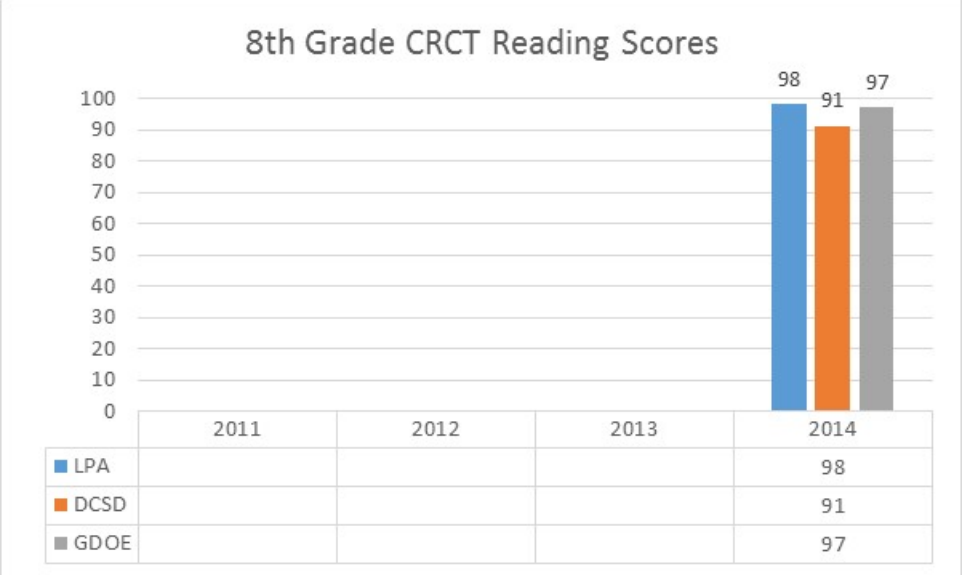


	2011	2012	2013	2014
LPA	82	79	97	98
DCSD	85	85	87	89
GDOE	91	91	93	95

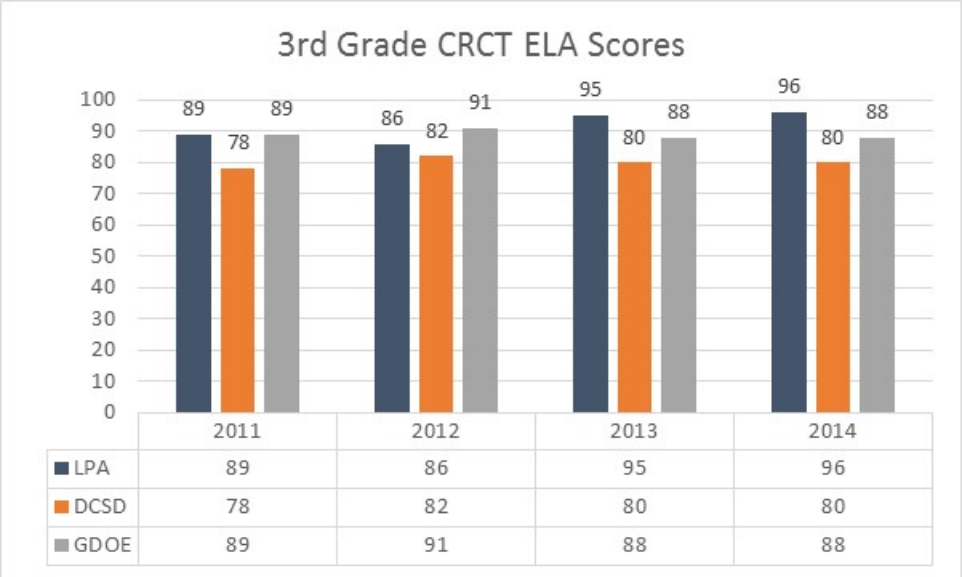
CRCT Reading



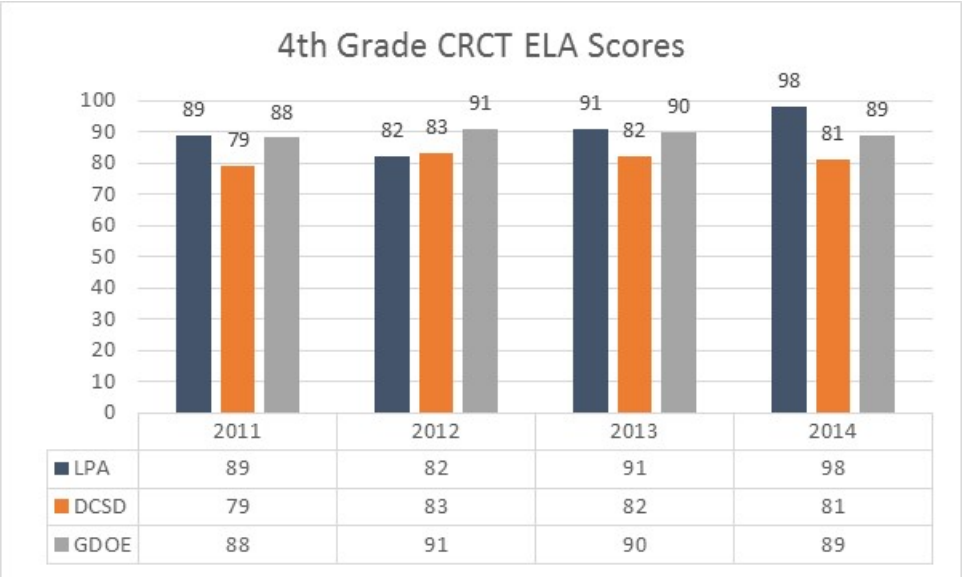




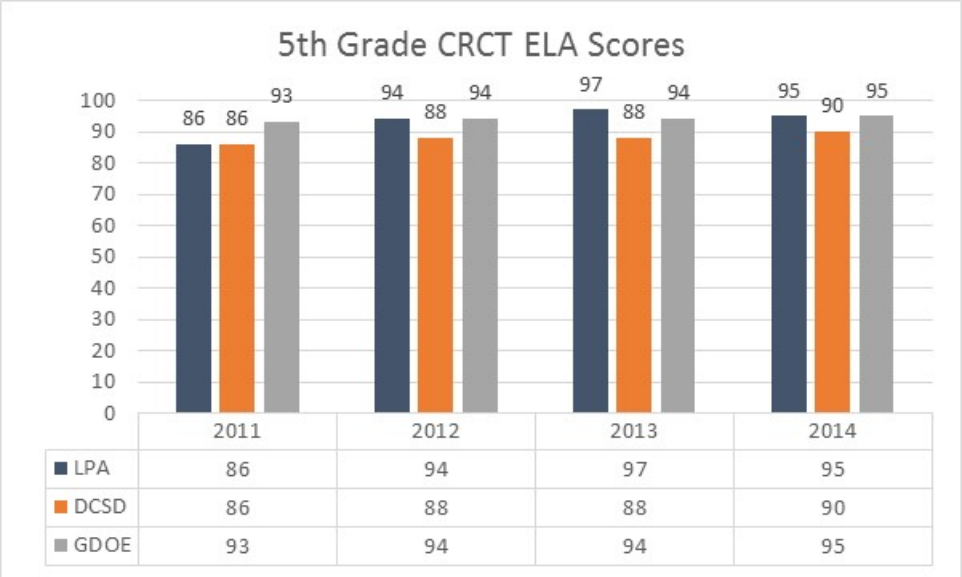
CRCT English Language Arts (ELA)



	2011	2012	2013	2014
LPA	89	86	95	96
DCSD	78	82	80	80
GDOE	89	91	88	88

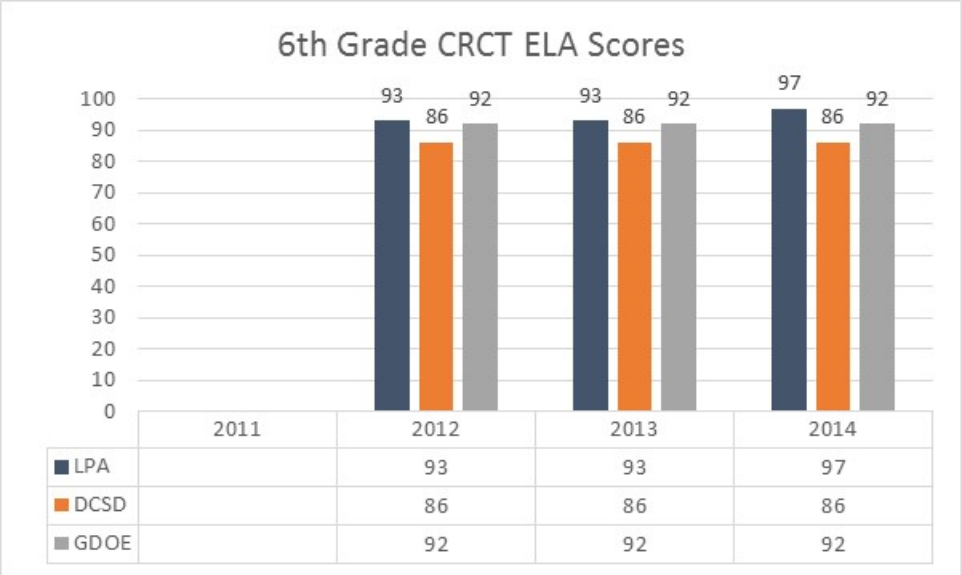


	2011	2012	2013	2014
LPA	89	82	91	98
DCSD	79	83	82	81
GDOE	88	91	90	89

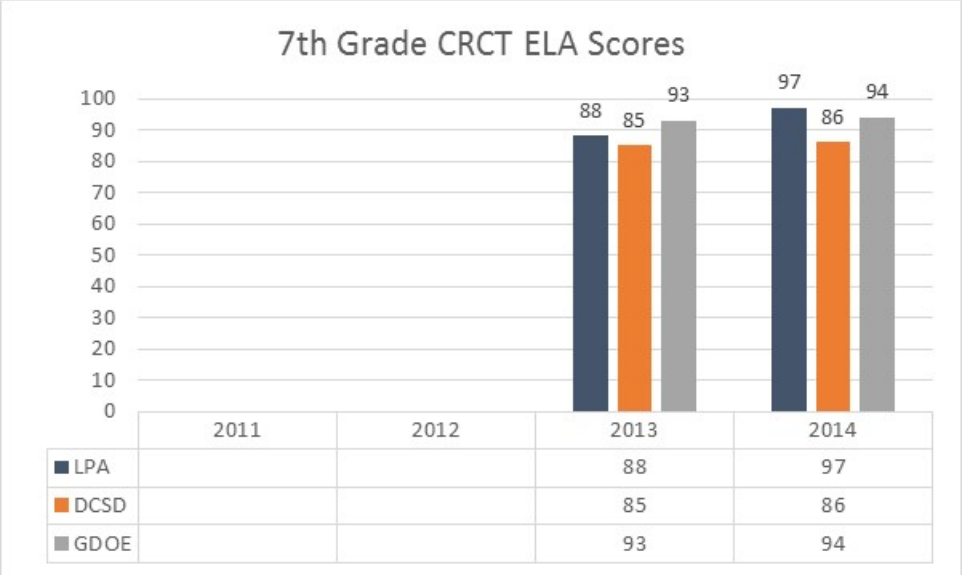


	2011	2012	2013	2014
LPA	86	94	97	95
DCSD	86	88	88	90
GDOE	93	94	94	95

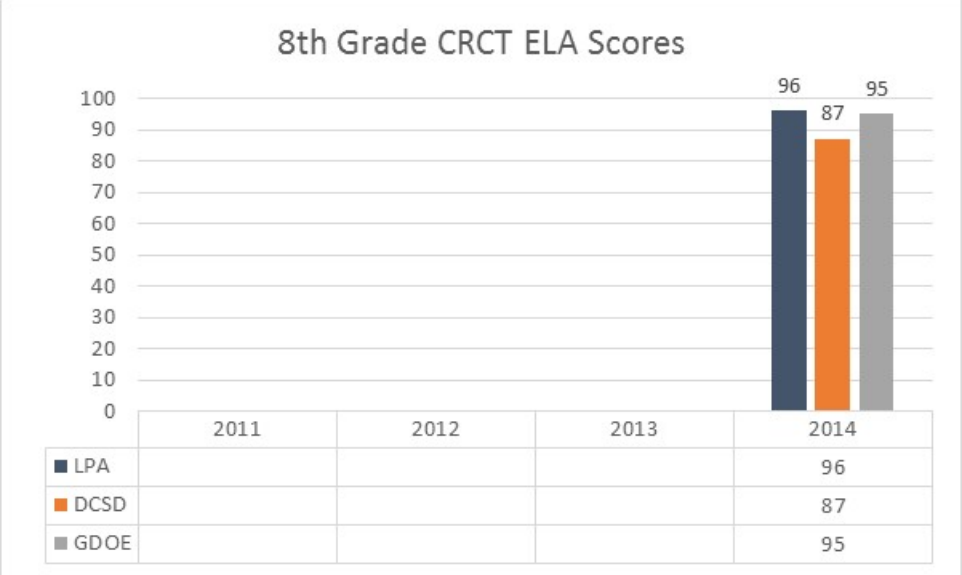
CRCT English Language Arts (ELA)



	2011	2012	2013	2014
LPA		93	93	97
DCSD		86	86	86
GDOE		92	92	92

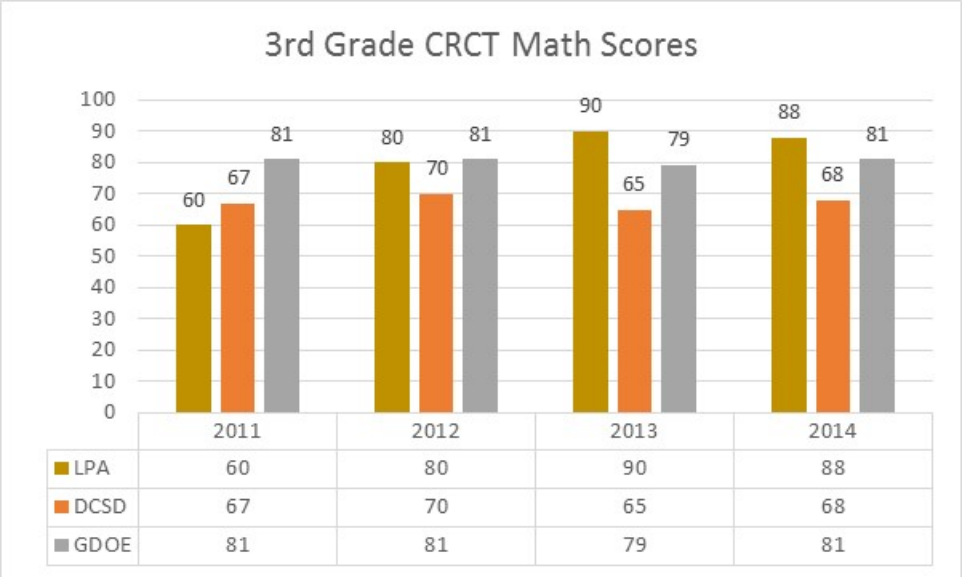


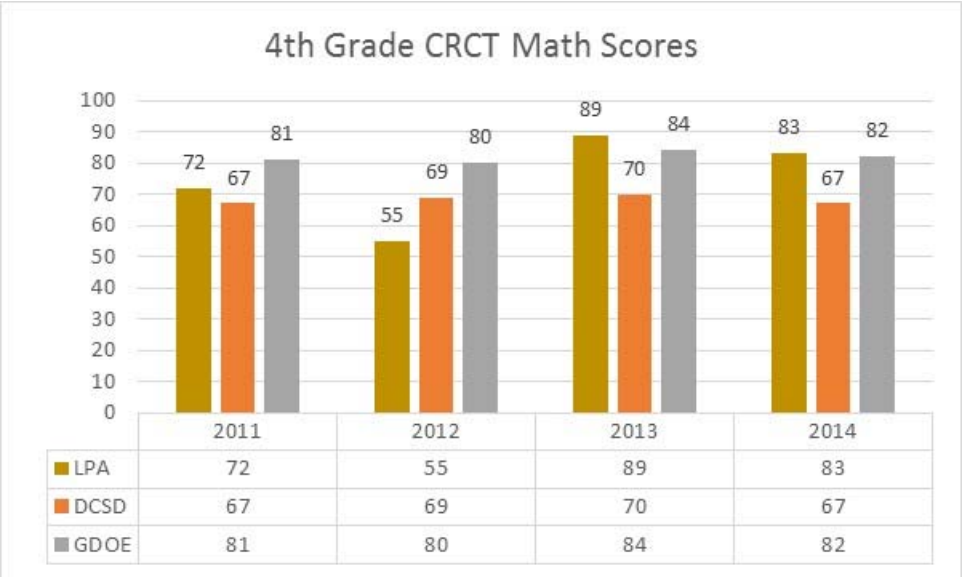
	2011	2012	2013	2014
LPA			88	97
DCSD			85	86
GDOE			93	94

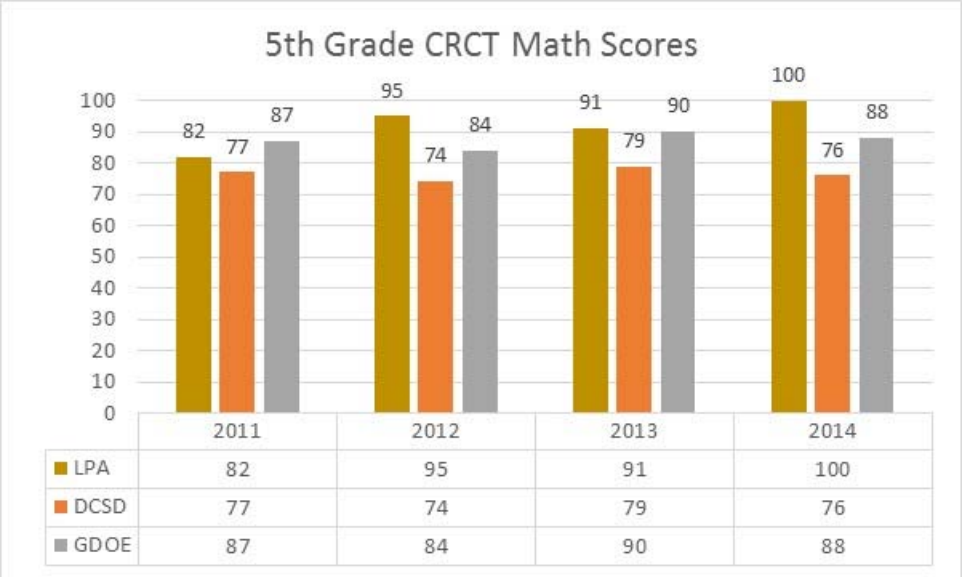


	2011	2012	2013	2014
LPA				96
DCSD				87
GDOE				95

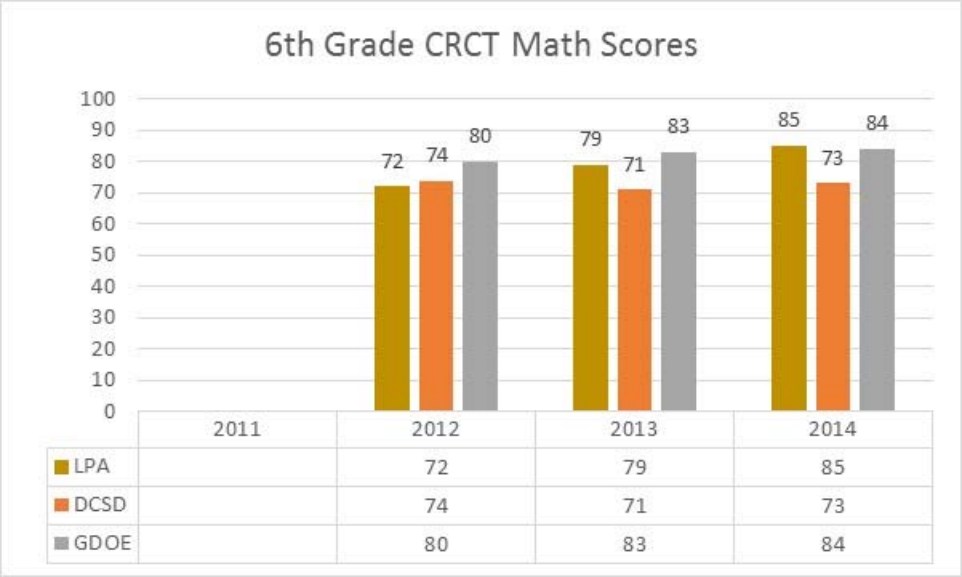
CRCT Mathematics

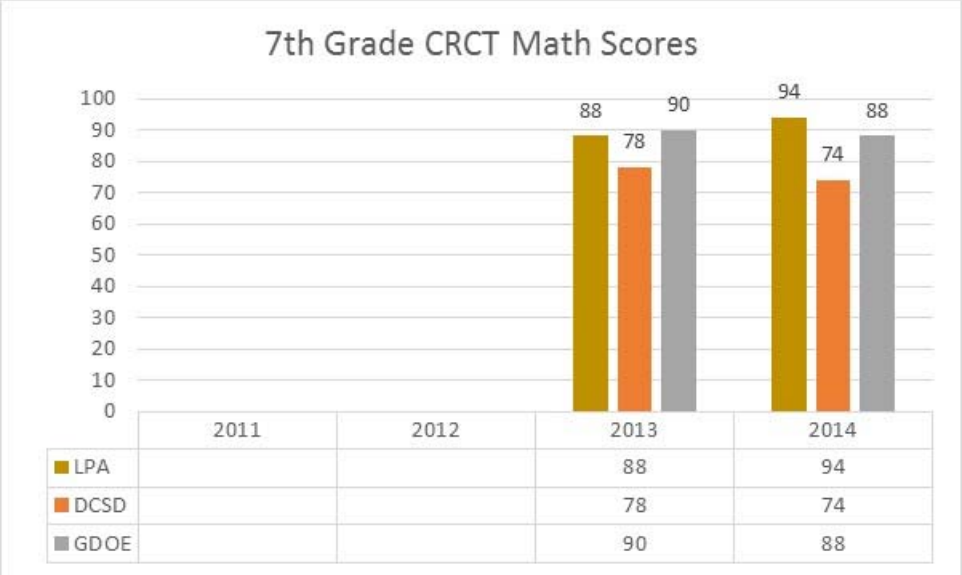


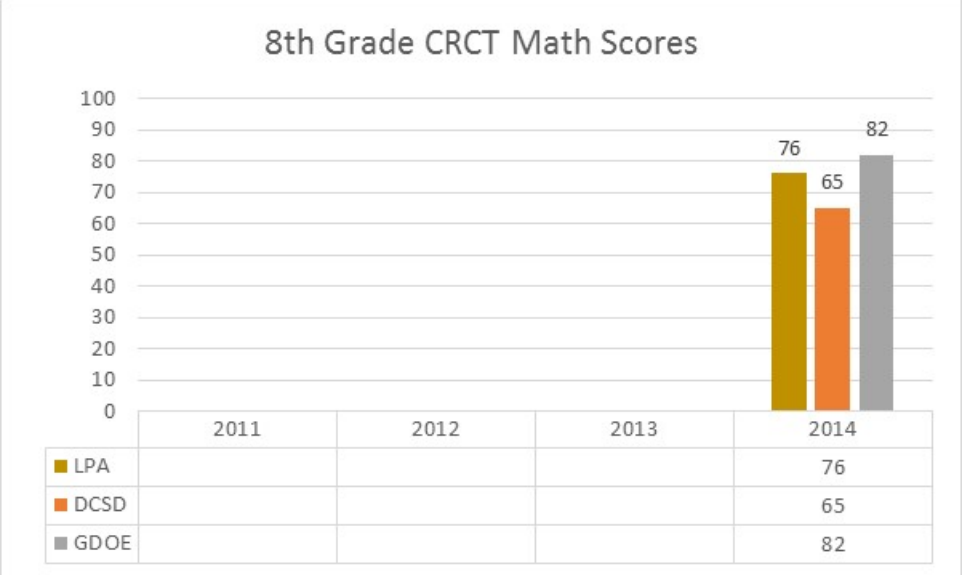




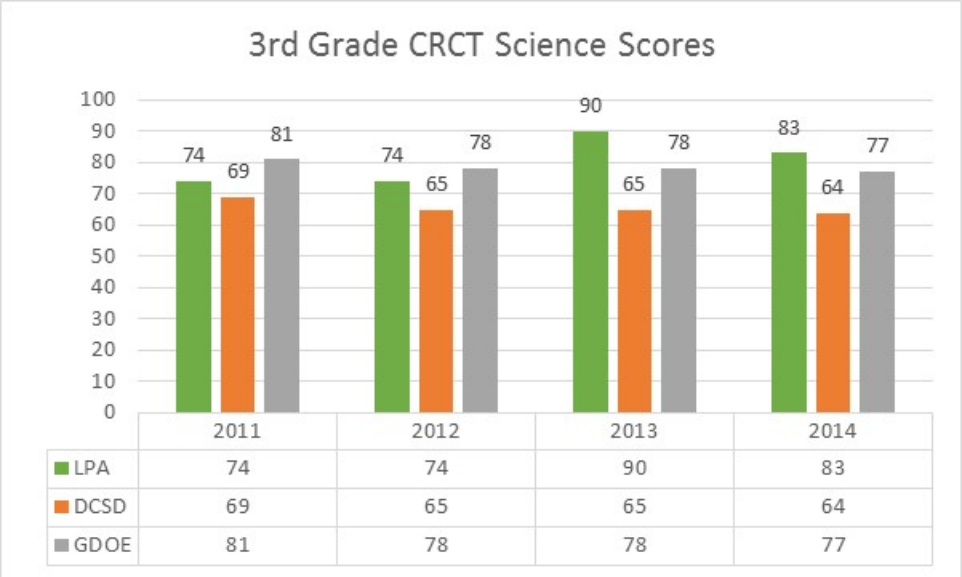
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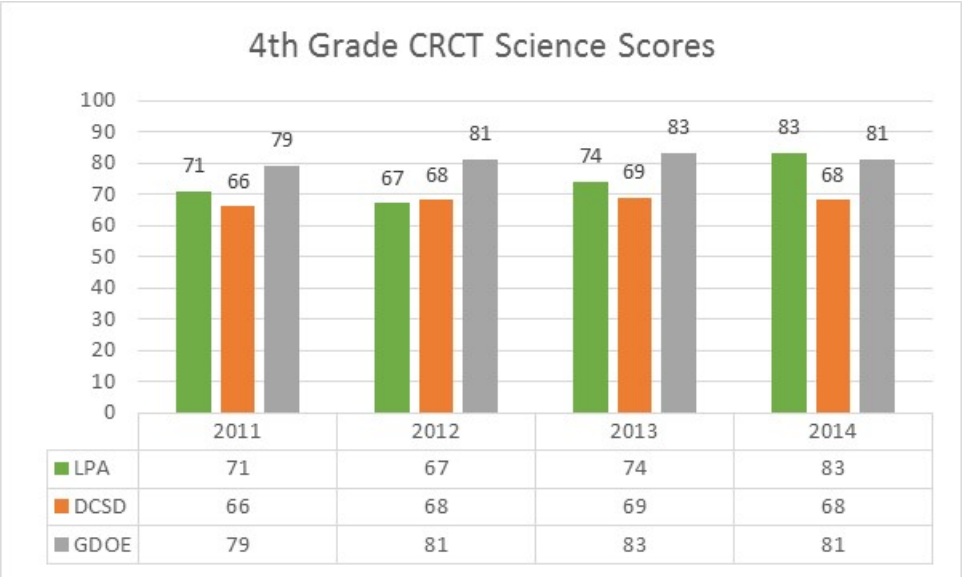




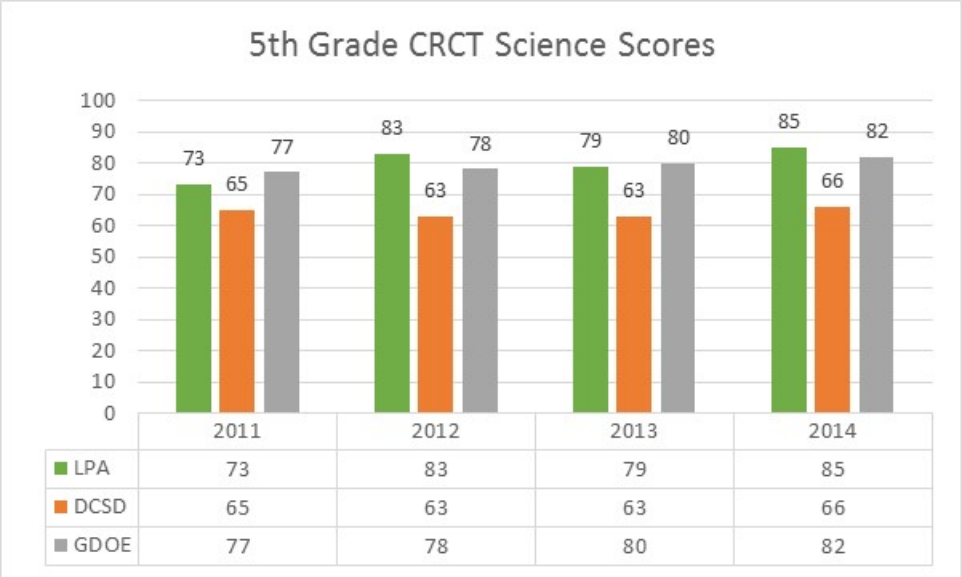
CRCT Science



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LPA	74	74	90	83
DCSD	69	65	65	64
GDOE	81	78	78	77

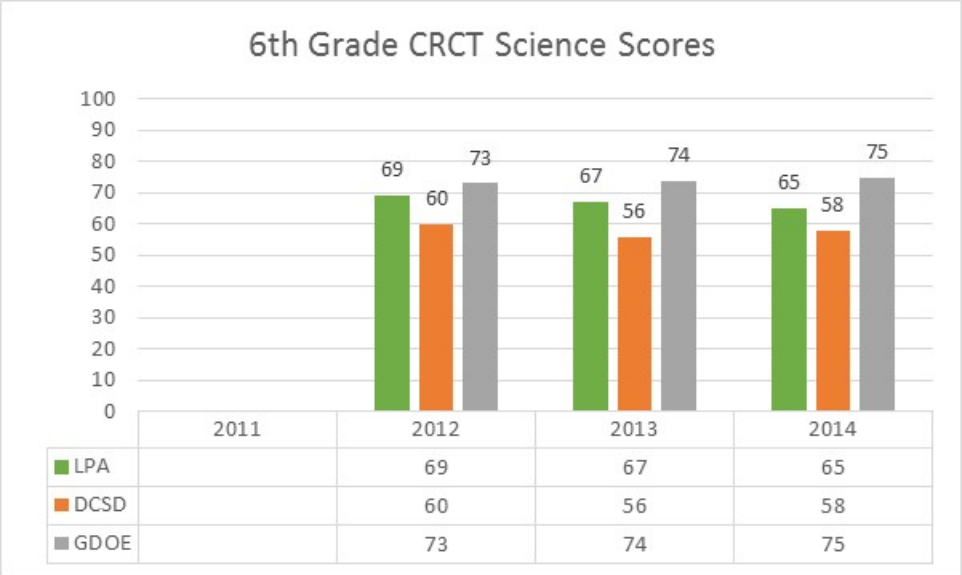


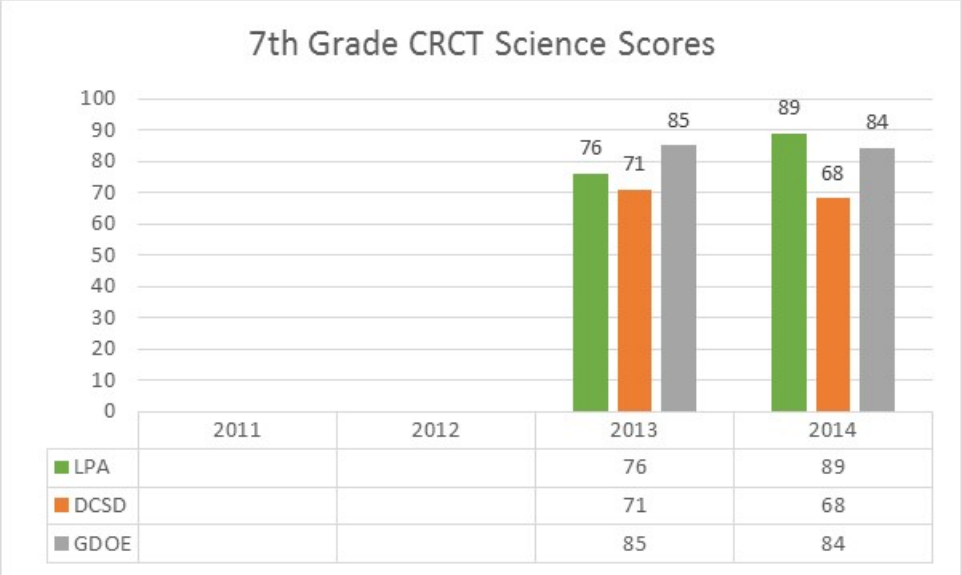
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LPA	71	67	74	83
DCSD	66	68	69	68
GDOE	79	81	83	81

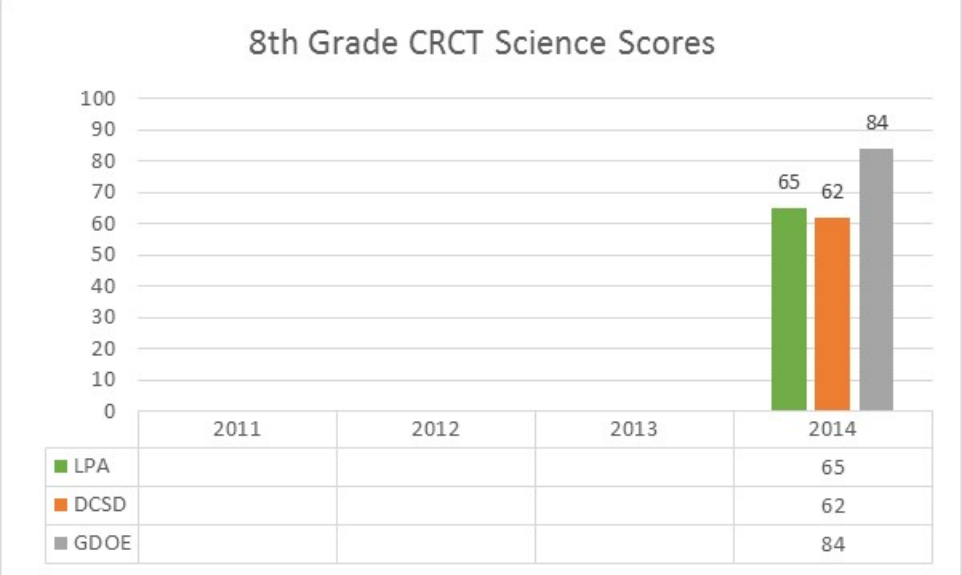


	2011	2012	2013	2014
LPA	73	83	79	85
DCSD	65	63	63	66
GDOE	77	78	80	82

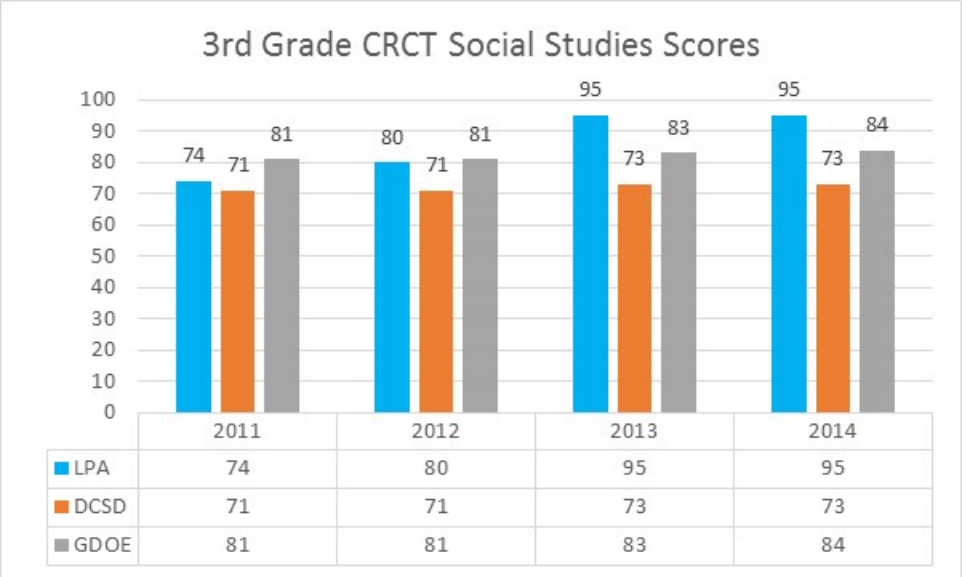
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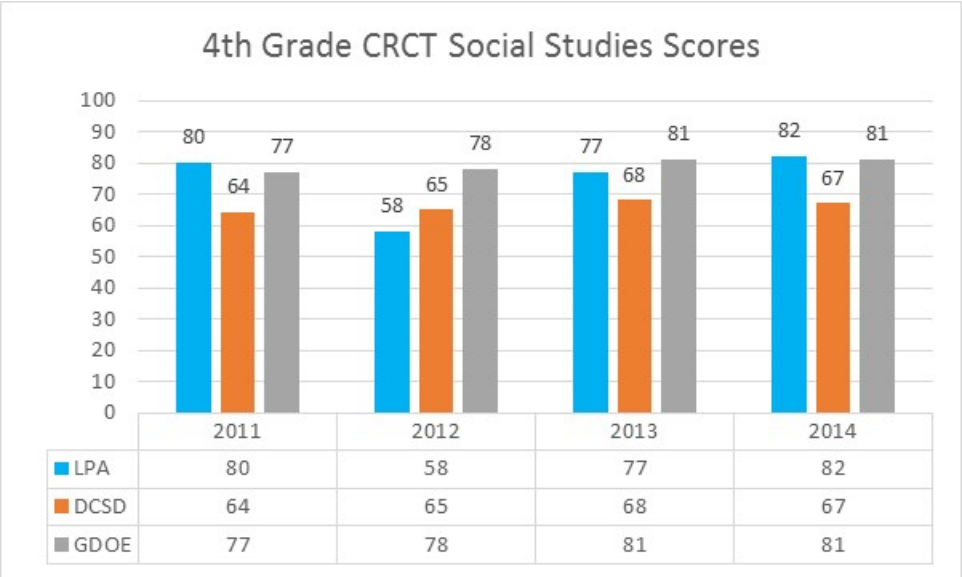




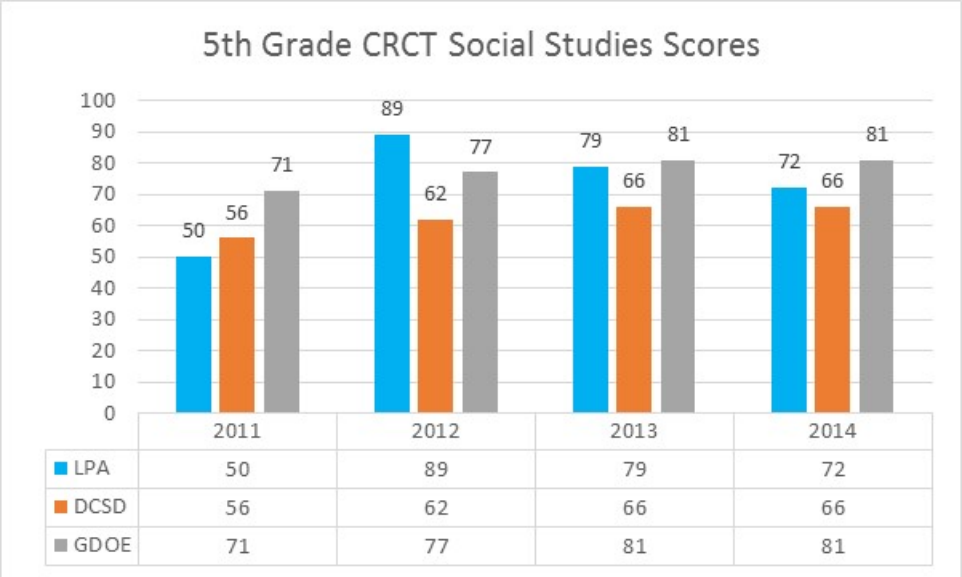
CRCT Social Studies



	2011	2012	2013	2014
LPA	74	80	95	95
DCSD	71	71	73	73
GDOE	81	81	83	84

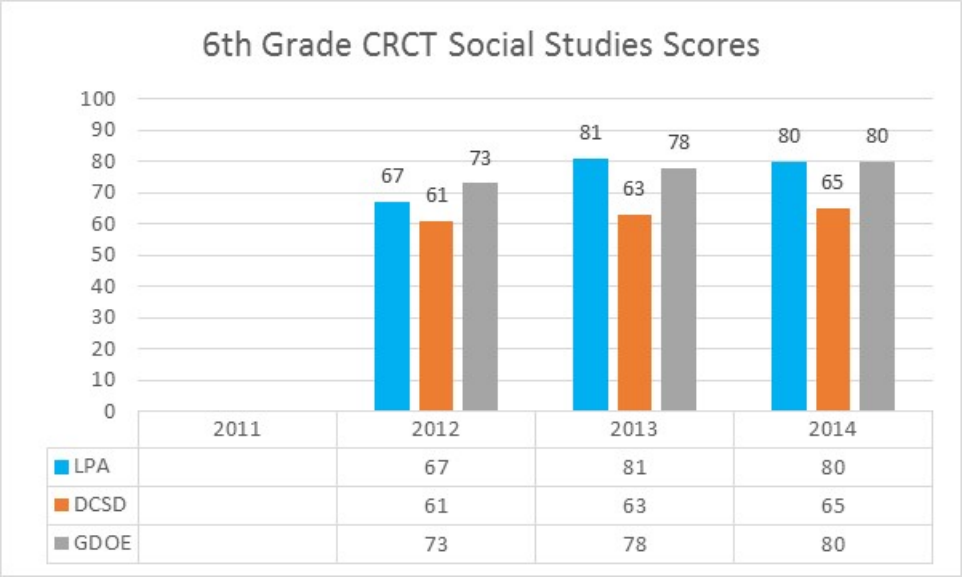


	2011	2012	2013	2014
LPA	80	58	77	82
DCSD	64	65	68	67
GDOE	77	78	81	81

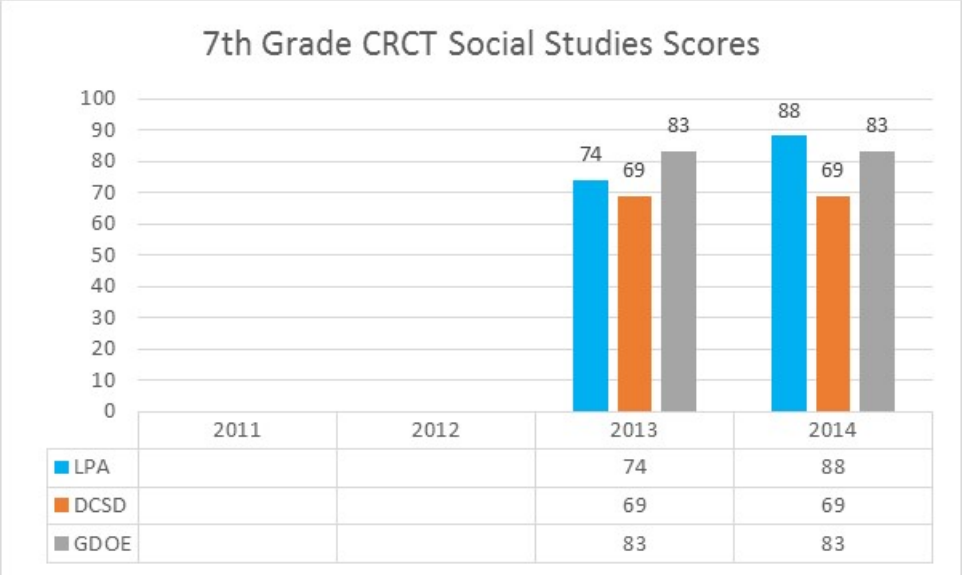


	2011	2012	2013	2014
LPA	50	89	79	72
DCSD	56	62	66	66
GDOE	71	77	81	81

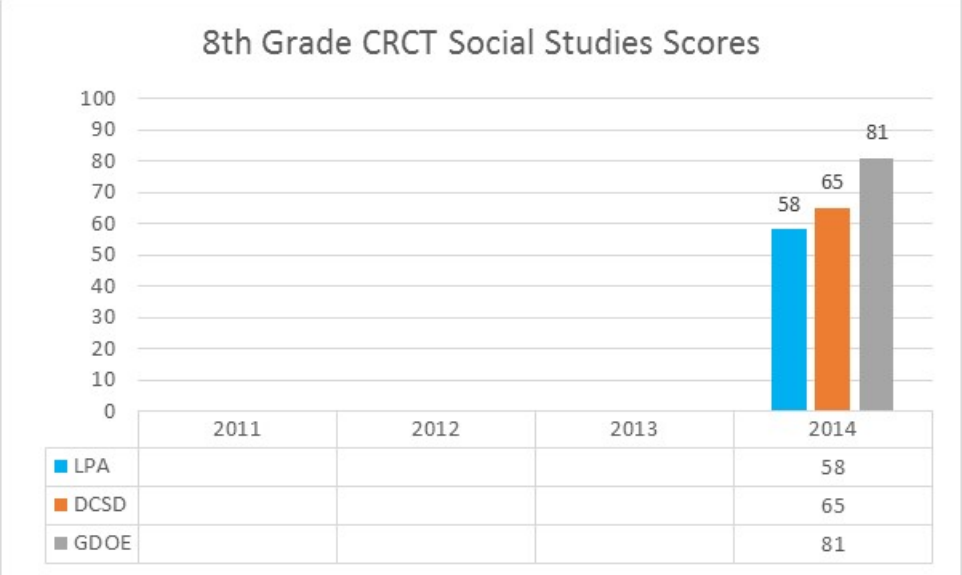
CRCT Social Studies



	2011	2012	2013	2014
LPA		67	81	80
DCSD		61	63	65
GDOE		73	78	80



	2011	2012	2013	2014
LPA			74	88
DCSD			69	69
GDOE			83	83



	2011	2012	2013	2014
LPA				58
DCSD				65
GDOE				81

Appendix 1D

College & Career Checklists By Grade Level

Kindergarten *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ When I am outside, I identify different shapes. (**A**)
- ☐ I will check out scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I will talk with my teacher about what a "goal" is. (**LS**)
- ☐ I will set a goal with my family and work to achieve it. (**LS**)
- ☐ I play the card game "Go Fish." (**A**)
- ☐ I will attend a community event on a college campus. (**P**)
- ☐ I participate in an after-school activity. (**E**)
- ☐ I will read picture books about careers and select the jobs I like. (**C**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I will take field trips with my family and talk about who works there. (**C**)
- ☐ I explain in words or pictures what I want to be when I grown up. (**C**)
- ☐ I talk to my parents about making healthy choices. (**LS**)
- ☐ I monitor my reading scores and set goals for improvement with my teacher. (**A**)
- ☐ I talk about my reading goals with my family. (**A**)
- ☐ I am learning good personal hygiene habits. (**LS**)
- ☐ I am meeting the Kindergarten English Language Arts standards. (**A**)
- ☐ I have started a college savings account. (**FL**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I am meeting the Kindergarten mathematics standards. (**A**)

First Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I am meeting first grade English Language Arts standards. (**A**)
- ☐ I will check out scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I am meeting first grade Mathematics standards. (**A**)
- ☐ I will set a goal with my family that I can accomplish in a week. I will describe how I met that goal, evaluate the goal, and continue for another week. (**LS**)
- ☐ I play a card game with a partner flipping cards and then adding and subtracting them. (**A**, **LS)**
- ☐ I talk to my parents about making healthy choices. (**LS**)
- ☐ I will read picture books about careers, select the jobs I like, and explain why. (**C**, **A**)
- ☐ I will take field trips with my family and talk about who works there. (**C**, **LS**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I will attend a community event and share my experience with my teacher and/or family. (**LS**)
- ☐ I monitor my reading scores and set goals for improvement with my teacher. (**A**)
- ☐ I talk about my reading goals with my family and show progress. (**A**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I will ask my family one thing they liked about college and write a sentence with one detail about the college (**P**)
- ☐ I will talk with my teacher and family about their careers and write a sentence with one detail about a career. (**C**)
- ☐ I participate in an after-school activity. (**E**)
- ☐ I am learning good personal hygiene habits. (**LS**)

Second Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I will check out scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I am meeting second grade Mathematics standards. (**A**)
- ☐ I am meeting second grade English Language Arts standards. (**A**)
- ☐ I will read biographies/autobiographies about famous people and write about what I learn. (**C**, **A**)
- ☐ I will talk to my family about their career choices an write a paragraph with two supporting details explaining why they make their choice. (**C**, **A**)
- ☐ I will set a goal with my family that I can accomplish in a week. I will describe how I met that goal, evaluate the goal, and continue for another week. (**LS**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I identify local businesses in my community with my family and talk with business representatives about how they chose their careers. (**C**, **LS**)
- ☐ I will talk to my family about colleges they like and why. I will then locate these colleges on a map. (**A**, **P**)
- ☐ I monitor my reading scores and set goals for improvement with my teacher. (**A**)
- ☐ I talk about my reading goals with my family and show progress. (**A**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I will create word problems with my family and practice solving them. (**A**)
- ☐ I participate in an after-school activity. (**E**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I have good personal hygiene habits. (**LS**)
- ☐ I talk to my parents about making healthy choices. (**LS**)

Third Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I talk with my family about school events and discuss viewpoints. (**A**, **LS**)
- ☐ I will research scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I talk to my parents about making healthy choices. (**LS**)
- ☐ I will read biographies/autobiographies about heroes and describe the characteristics that make those people special. I will write a paragraph about a character that includes at least two details. (**C**, **A**)
- ☐ I am meeting third grade English Language Arts standards. (**A**)
- ☐ I will identify with my teacher and/or family areas where I need support to improve my skills. (**A**)
- ☐ I am developing good communication skills. (**LS**)
- ☐ I am meeting third grade Mathematics standards. (**A**)
- ☐ I keep a weekly assignment journal that is signed by my parents and teachers. (**A**, **LS**)
- ☐ I monitor my reading scores and set goals for improvement with my teacher. (**A**)
- ☐ I talk about my reading goals with my family and show progress. (**A**)
- ☐ I have good personal hygiene habits. (**LS**)
- ☐ I play a card game with a partner, flipping cards and multiplying them together. (**A**, **LS**)
- ☐ I participate in an after-school activity. (**E**)
- ☐ I made a list of five things I want to be when I grow up. (**C**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)

Fourth Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I talk with my family about local events and explain different viewpoints. (**A**, **LS**)
- ☐ I will research scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I am meeting fourth grade English Language Arts standards. (**A**)
- ☐ I have good personal hygiene habits. (**LS**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I am developing good communication skills. (**LS**)
- ☐ I am meeting fourth grade Mathematics standards. (**A**)
- ☐ I talk to my parents about making healthy choices. (**LS**)
- ☐ I keep a weekly assignment journal that is signed by my parents and teachers. (**A**, **LS**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I will identify with my teacher and/or family areas where I need support to improve my skills. (**A**)
- ☐ I monitor my reading scores and set goals for improvement with my teacher. (**A**)
- ☐ I talk about my reading goals with my family and show progress. (**A**)
- ☐ I participate in an after-school activity. (**E**)
- ☐ I will talk with my parents about my report card and set academic goals. (**A**)
- ☐ I made a list of five things I want to be when I grow up and wrote a short description of each. (**C**)

Fifth Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I talk with my family about state events and explain different viewpoints. (**A**, **LS**)
- ☐ I will research scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I am meeting fifth grade English Language Arts standards. (**A**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I talk with my family about setting career goals. (**C**, **LS**)
- ☐ I am developing good communication skills. (**LS**)
- ☐ I am meeting fifth grade Mathematics standards. (**A**)
- ☐ I talk to my parents about making healthy choices. (**LS**)
- ☐ I have good personal hygiene habits. (**LS**)
- ☐ I keep a weekly assignment journal that is signed by my parents and teachers. (**A**, **LS**)
- ☐ I will identify with my teacher and/or family areas where I need support to improve my skills. (**A**, **LS**)
- ☐ I monitor my reading scores and set goals for improvement with my teacher. (**A**)
- ☐ I talk about my reading goals with my family and show progress. (**A**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I participate in an after-school activity. (**E**)
- ☐ I will talk with my parents about my report card and set academic goals. (**A**)
- ☐ I added money to my college savings account. (**FL**)

Sixth Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I will keep a time log for one week and summarize the way I spend my time. (**LS**)
- ☐ I am meeting sixth grade mathematics standards. (**A**)
- ☐ I talk to my parents about making healthy choices. (**LS**)
- ☐ I keep a weekly journal of my assignments that is signed by my parents. (**A, LS**)
- ☐ I explained and illustrated 10 words form the College and Career vocabulary list. (**A**)
- ☐ I will find out more about myself and my career interests at www.gaCollege411.com (C, **LS**)
- ☐ I will talk to a school counselor, librarian and my teachers, relatives or family friends about their jobs and write down similarities and differences between those jobs. (**C**, **A**)
- ☐ I will read biographies and autobiographies. (**A**, **C**, **LS**)
- ☐ I will participate in extracurricular activities. (**E**)
- ☐ I participate in class activities. (**A**)
- ☐ I will search www.HowToStudy.com for good study habits. (**A**, **LS**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I am meeting sixth grade English Language Arts standards. (**A**)
- ☐ I will research scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I am developing good communication skills. (**LS**)
- ☐ I will select five careers that interest me at www.kids.gov and answer the following questions. (**C**, **A**)
  - What is the job like?
  - How do you get ready?
  - How much does it pay?
  - How many jobs are there?
  - Where can I find that information?
- ☐ I have good personal hygiene habits. (**LS**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I know and display behaviors that are expected of me at school and in my classes. (**A**, **LS**)

Seventh Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I keep a weekly journal of my assignments that is signed by my parents. (**A**, **LS**)
- ☐ I will keep a time log for one week and summarize the way I spend my time. (**LS**)
- ☐ I am meeting seventh grade English Language Arts standards. (**A**)
- ☐ I talked to at least three adults about their jobs and then created a Venn diagram comparing and contrasting their jobs. (**C**, **A**)
- ☐ I will read biographies and autobiographies. (**A**, **C**, **LS**)
- ☐ I am involved in extracurricular activities. (**E**)
- ☐ I participate in class activities. (**A**)
- ☐ I will list and explain good study habits. (**A**, **LS**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I will research scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I am finding out more about myself, my career interests, and how to get there at www.gaCollege411.com (**C**, **LS**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I am taking challenging courses. (**A**, **LS**)
- ☐ I am developing good communication skills. (**LS**)
- ☐ I am meeting seventh grade mathematics standards. (**A**)
- ☐ I know and display behaviors that are expected of me at school and in my classes. (**A**, **LS**)
- ☐ I have good personal hygiene habits and make healthy choices. (**LS**)

Eighth Grade *College and Career Ready Checklists*

E=Extracurricular	**C**=Careers	**A**=Academic	**P**=Post-secondary
FL=Financial Literacy	**LS**=Life Skills	**FA**=Financial Aid	

- ☐ I will keep a time log for one week and summarize the way I spend my time, and list ways I can spend my time better. (**LS**)
- ☐ My summer readings includes biographies and autobiographies. (**A**, **C**, **LS**)
- ☐ I am meeting eighth grade mathematics standards. (**A**)
- ☐ I explained and illustrated 15 new words from the College and Career Vocabulary. (**A**)
- ☐ I researched short-term summer jobs at www.backdoorjobs.com (**C**)
- ☐ I visited the campus of the high school I will attend. (**A**, **LS**)
- ☐ My use of social media (e.g., Face Book, Instagram, Snapchat, etc.) is appropriate. (**LS**)
- ☐ I told teachers and counselors that I am planning to go to college. (**P**)
- ☐ I keep a weekly journal of my assignments that is signed by my parents. (**A**, **LS**)
- ☐ I entered a contest at Homework Spot (http://www.homeworkspot.com). (**A**, **FL**)
- ☐ I started my Education and Career Action Plan. (**E**, **C**, **A**, **P**, **LS**)
- ☐ I will take a "college and career" readiness assessment. (**C**, **P**)
- ☐ I will research scholarships at Fin Aid! (http://www.finaid.org/scholarships/age13.phtml) (**P**, **FL**, **FA**)
- ☐ I have an adult at school I connect with and can go to for help. (**LS**)
- ☐ I will search College Board (www.collegeboard.org), College Navigator (http://nces.ed.gov/collegenavigator/) and/or CollegeMajors101 (http://www.collegemajors101.com) for colleges that fit my interests. (**P**)
- ☐ I have good personal hygiene habits and make healthy choices. (**LS**)
- ☐ I am finding out more about myself, my career interests, and how to get there at www.gaCollege411.com (**C**, **LS**)
- ☐ I display good study habits. (**A**, **LS**)
- ☐ I will attend a college fair. (**P**)
- ☐ I added money to my college savings account. (**FL**)
- ☐ I am meeting eighth grade English Language Arts standards. (**A**)
- ☐ I am keeping a folder with my best work in it. (**A**, **LS**)
- ☐ I am taking challenging courses. (**A**, **LS**)
- ☐ I know and display behaviors that are expected of me at school. (**A**, **LS**)
- ☐ I am developing good communication skills. (**LS**)

Appendix 1E

Document of Application for Accreditation

AdvancED
Georgia

3745 Cherokee Street NW
Suite 704
Kennesaw, GA 30144

advanc-ed.org
770.429.0040
770.429.0061 fax

March 4, 2014

Leadership Preparatory Academy
6400 Woodrow Rd.
Lithonia, GA 30038

Thank you for your continued interest in becoming accredited by AdvancED. AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). AdvancED accreditation provides an international protocol for schools committed to systemic, systematic, and sustainable continuous improvement. The accreditation process invites school staff members to collaborate in a self-assessment of the school's systems and their contributions to teaching and learning. The process supports, enhances, and stimulates growth and improvement throughout the school.

Now that your application has been accepted, the next step in the accreditation process is hosting a successful Readiness Review, which will be conducted by one or more representatives from our AdvancED office. The application fee covers the costs associated with the Readiness Review. If your institution is unsuccessful in the first Readiness Review, you will be responsible for costs related to your subsequent Readiness Review(s). Someone from our office will be in contact with you to schedule a Readiness Review to your institution. You can determine what other key personnel that you may want included in the meeting.

The purpose of the Readiness Review is to determine: 1) your institution's capacity to meet the Standards; 2) the degree to which continuous improvement and quality assurance processes are in place in your institution; and 3) the commitment of your institution to meet the Standards and adhere to all policies within the two-year candidacy timeline.

To prepare for the Readiness Review, your institution must complete and submit the *Self Assessment of Readiness for Accreditation* (attached). The assessment instrument helps the institution assess its capacity to engage in the accreditation process. AdvancED representative(s) will use your institution's *Self Assessment of Readiness for Accreditation* assessment as a tool to guide discussion during the review. Upon the conclusion of the Readiness Review, the AdvancED representative(s) will determine if the institution is ready to enter candidacy for accreditation.

To earn accreditation, your institution must:

1. Host the Readiness Review.
2. Meet the *AdvancED Standards for Quality Schools*.
3. Define and demonstrate the use of a continuous process of improvement.
4. Host an External Review Team at least once every five years.
5. Complete annual information updates and submit annual fees.

Our office is available to assist you throughout this process and can be reached at 770-429-0040. On behalf of AdvancED, we look forward to working with you and your staff in pursuit of accreditation.

Sincerely,

Karen Jordan, Administrative Assistant
AdvancED Georgia SACS Office

Enclosures: *Self Assessment of Readiness for Accreditation*
Steps to School Accreditation
AdvancED Standards for Quality Schools
Hosting a Readiness Review

The Georgia Accrediting Commission, Inc.

Serving Georgia Schools Since 1904

This is to certify that the educational program of

Leadership Preparatory Academy

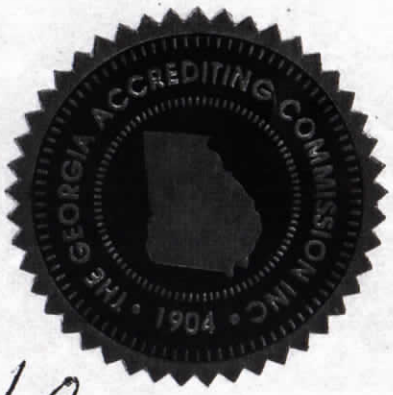
6-8

Has met all the necessary standards to be

AWQ

For the scholastic year

2014-2015



Phillip Murphy, Executive Director

C. Thomas Holmes, Chairman

The Georgia Accrediting Commission, Inc.

Serving Georgia Schools Since 1904

This is to certify that the educational program of

Leadership Preparatory Academy
K-5

Has met all the necessary standards to be

AWQ

For the scholastic year

2014-2015

Phillip Murphy, Executive Director

C. Thomas Holmes, Chairman

Appendix 1F

PLTW Agreement

PROJECT LEAD THE WAY

PLTW

PLTW AGREEMENT

3939 Priority Way South Drive, Suite 200
Indianapolis, IN 46240

PLTW Agreement

AGREEMENT by and between Leadership Preparatory Academy (the "Entity"), located in Lithonia, GA and **PROJECT LEAD THE WAY, INC.**, a New York charitable not-for-profit corporation having an address at 3939 Priority Way South Drive, Suite 200, Indianapolis, IN 46240 ("PLTW, INC." and, collectively with the Entity, the "parties").

WITNESSETH:

WHEREAS, PLTW, INC. has established a comprehensive program and curricula for STEM education (the "**PLTW** Program") and supports a network of school districts, colleges, universities, and private sector collaborators (the "**PLTW** Network"); and

WHEREAS, the Entity desires to implement the **PLTW** Program; which consists of various curricular programs (the "**PLTW** Curricular Program(s)") and

WHEREAS, the Entity shall have access to all **PLTW** Program curricula and annual updates as well as access to the **PLTW** electronic communication network, online systematic assessment and evaluation, online on-going training, online program support and additional benefits; and

WHEREAS, the parties desire to work together to maximize the benefit of the **PLTW** Program to students by maintaining the quality standards and practices necessary to ensure the efficient and effective delivery of the **PLTW** Program.

NOW, THEREFORE, the parties agree as follows:

1. Registration and Information.

The Entity has registered online with PLTW, INC. on May 1, 2014 for one or more schools or sites, and identified which **PLTW** Curricular Program it wishes to implement. The Entity represents that the information contained in the registration remains accurate as of the date of this Agreement. In the event that Entity elects to have additional schools or sites added, or elects to make other material changes such as additional **PLTW** Curricular Programs, the Entity must first complete the necessary data entry and/or information reasonably required by PLTW, INC. The registration or site add-on data/information may be amended by PLTW, INC. from time to time in its discretion.

2. **PLTW** Requirements for Implementation.

The Entity agrees to implement the **PLTW** Program according to the program and implementation requirements established by PLTW, INC. ("**PLTW** Program Requirements" or "Program Requirements"), which shall include, but not be limited to, Program Requirements governing, participation fees, sequencing, courses, training, certification or maintenance of program standards, and other aspects of a successful implementation of the **PLTW** Program and **PLTW** courses by participating entities. Program Requirements are available on the PLTW, INC. website and may be modified from time to time by PLTW, INC. in its reasonable discretion.

3. **PLTW** Curricular Programs.

The Entity agrees to follow the **PLTW** curricula and to meet **PLTW** quality standards and practices including any concurrent student course requirements as reasonably established by PLTW, INC. for students to be successful in the **PLTW** Program. Curricula, including concepts and objectives, must be taught in its entirety without interruption or any unauthorized modification. Additional information is found in the Program Requirements.

4. **PLTW** Software.

The **PLTW** curricula are supported by certain software programs that align with the **PLTW** curricula to provide students with rigorous and relevant application of skills. The Entity must obtain or purchase annual or other available rights to the software programs which are integrated into the **PLTW** Program courses in that academic year. These rights may be subject to limitations established by the owner of the software, which may include school or site restrictions, as outlined in the Program Requirements. If the right to use the software is on an annual basis, then the term for the rights is the then current academic year of this Agreement, after which the Entity must cease the use of the software unless this Agreement is renewed for additional terms. All software shall be subject to the standard end-user license agreement from the software vendor, a copy of which is included with the software, and copyright for each software package remains with its owner and is protected by applicable copyright law. The Entity agrees to maintain reasonable security measures to protect the software, and to prohibit its unlawful use. When not in actual use, the Entity agrees to secure the software. Additional information is found in the Program Requirements.

5. **PLTW** Curricular Program Participation Fee.

PLTW Curricula are provided at no charge to participating schools. For other **PLTW** Program benefits, the Entity will be assessed an annual participation fee for each school or site participating in the **PLTW** Program. The participation fee(s) shall be due and payable no later than August 31st of each year this Agreement is in effect. Current participation fees are set forth in the Program Requirements. The participation fee covers required software rights, program support features to the curriculum for which a school has trained teachers, as well as the associated support systems such as end of course assessments and teacher online on-demand professional development offered by PLTW, INC. A full list can be found in the Program Requirements. PLTW, INC. may adjust any participation fees on an annual basis in the sole discretion of PLTW, INC., provided, however, that PLTW, INC. shall provide notice no later than March 1 of each year of any such increases or decreases for the following academic year. Additional information is found in the Program Requirements.

6. **PLTW** Partnership Team.

The objective of the **PLTW** Partnership Team is to provide optimal support and to facilitate the operation of the entire **PLTW** Program, while building community support and advocacy. By the end of the second year, the Entity shall establish and operate a **PLTW** Partnership Team and is responsible for selecting all members. Additional information is found in the Program Requirements.

7. Required Training.

A. PLTW Teacher Training. Teachers are required to successfully complete course specific **PLTW** Teacher Training for each **PLTW** course they will instruct. The Entity will select each teacher for participation in the **PLTW** Teacher Training program. It is the sole responsibility of the Entity to ensure that every teacher meets all Federal, State and local requirements to teach each respective **PLTW** course. The Entity shall register each teacher being selected for training with PLTW, INC. by the date required under the Program Requirements. PLTW, INC. reserves the right to accept or reject any training candidate. Additional information is found in the Program Requirements.

B. PLTW Counselor Training. Counselors/Advisors are required to successfully complete **PLTW** Counselor Training. Additional information is found in the Program Requirements.

8. Equipment Used in the PLTW Program.

A. Equipment. To assure that the Entity's school or site facilities properly support the **PLTW** Program, and to provide special purchase or license agreements and other costs savings practices negotiated by PLTW, INC., the **PLTW** Purchasing Manual includes details on equipment, supplies and other items (collectively referred to as "equipment" in this Agreement) that are required to implement the **PLTW** Program. In some instances, it is required that specific equipment (including software), be used due to curricular requirements. Unless specific equipment is required by PLTW, INC., the Entity may implement the **PLTW** Program using equipment purchased from vendors not listed in the **PLTW** Purchasing Manual, provided such equipment meets or exceeds program specifications and adequately supports the **PLTW** Program. The Entity shall be responsible for ensuring that equipment will meet or exceed Program Requirements and adequately support the **PLTW** Program. Additional information is found in the Program Requirements.

B. Safety. The Entity is solely responsible for the safe and proper implementation of the **PLTW** Program at its sites and schools. The Entity hereby covenants and agrees that any facility used to teach the **PLTW** Program shall be adequately equipped to operate the equipment safely and properly and that such facility and any equipment used thereon shall at all times comply with applicable standards and/or customary practices relating to safety and reasonable use. The Entity shall be solely responsible for providing its faculty with appropriate safety training relating to the implementation of the **PLTW** Program.

9. Assessment and Evaluation of Results.

PLTW, INC. assists and supports participating entities and the quality of the **PLTW** Program through studying and evaluating the effectiveness of the **PLTW** Program on an ongoing basis in order to update instructional, curricular and assessment materials and otherwise improve the instruction that **PLTW** participating entities provide to students. These efforts include the development, validation, and administration of assessments, examinations, surveys and/or other measurement tools on behalf of entities during their participation in the **PLTW** Program. PLTW, INC.'s ongoing studies review longitudinal student achievement data. PLTW, INC. retains data for four to six academic years after a student's estimated matriculation date, after which time the data is destroyed; at the request of the Entity, a copy of the data will be returned to the Entity prior to destruction. In support

of these efforts, Entity acknowledges its participation annually in the **PLTW** systematic assessment and evaluation process. PLTW, INC. will provide, and the Entity will participate in, the **PLTW** online systematic assessment and evaluation process conducted by PLTW, INC. and/or its designated representatives, which includes online teacher registration, online student rostering/registration, and full participation in various assessments, examinations, surveys and/or other measurement tools using technology and other support services provided by PLTW, INC. The Entity and PLTW, INC. acknowledge and agree that the personally identifiable data is confidential, and shall be used, shared and maintained for the purposes set forth above and only in accordance with reasonable privacy/security measures, proper professional practices, student confidentiality and applicable laws, including FERPA. Use or access to any protected data obtained as a result of these studies will be limited to representatives with a legitimate interest in accessing this data and re-disclosure of any personally identifiable information will be done in limited instances only, and only as allowed by, and consistent with, applicable laws. The Entity shall be responsible for implementing annual notifications, record-keeping and other such privacy requirements relating to these services.

10. Delivery of Materials and Communication.

In order to facilitate the delivery of the **PLTW** curricula and other **PLTW** Program materials to the Entity, and to facilitate communication for the **PLTW** Network, PLTW, INC. will use various internet applications and systems. PLTW, INC. shall determine which systems and applications will be used, in its sole discretion, and will implement reasonable security measures to safeguard sensitive data. Schools will implement appropriate measures to facilitate communication with these applications and systems. Additional information is found in the Program Requirements.

11. License.

A. Scope. The Entity acknowledges that PLTW, INC. retains all rights and title to its marks, curricula, framework, methodologies, processes, information, materials and other intellectual property (collectively referred to in this Agreement as "materials"). PLTW, INC. grants to the Entity a non-exclusive, non-transferable license to reproduce and use, to the extent authorized herein, printed or electronic materials developed and/or used in connection with the **PLTW** Program, for the sole purpose of instruction to students at registered schools or sites that are actively providing **PLTW** instruction, and appropriate training for authorized faculty. Any other use, reproduction, disclosure or distribution of such materials, including but not limited to commercial use, shall be strictly prohibited. B. Program Identification. **Project Lead The Way, PLTW**, the **PLTW** "atom" logos, **Gateway To Technology, Innovation Portal** and other marks used in the **PLTW** Program are service/trademarks of PLTW, INC. During the term of this Agreement, the Entity shall use the appropriate logos, marks and other identifying materials on all **PLTW** Program materials and communications with faculty, students, officials and community constituents. PLTW, INC. will supply the Entity with appropriate instructions and labels relating to such identifying material to facilitate the proper promotion of the **PLTW** Program. Upon termination of this Agreement, the Entity shall cease using any such identifying material and shall make no representations linking any of its own educational programs to the **PLTW** Program without the prior written consent of PLTW, INC. All press releases and other public pronouncements involving the **PLTW** Program shall be subject to the advance approval of PLTW, INC. through PLTW, INC.'s designated representative. The Entity agrees to reasonably promote and publicize the **PLTW** Program in order to encourage student participation, and to retain

its distinct character.

C. Termination. The license granted hereunder shall cease upon the earliest to occur of: (i) the termination of this Agreement; or (ii) PLTW, INC. providing sixty (60) days written notice to the Entity of its election to revoke the license. Upon termination of the license all material shall cease to be used and, at the election of PLTW, INC., all materials, including any reproductions thereof, shall be immediately returned to PLTW, INC., and in no event later than fifteen (15) days after the effective date of termination.

12. Representations and Warranties of the Entity.

The Entity hereby makes the following representations and warranties: (a) This Agreement has been duly approved by the governing authority of the Entity, and the person executing this Agreement on behalf of the Entity has been duly authorized to so act by such Entity; (b) This Agreement is a legally binding agreement whose rights and obligations run only between the Entity and PLTW, INC. and the Entity's execution of this Agreement does not create rights in any other party; and (c) The terms of this Agreement do not violate or conflict with the Entity's charter or any other of its rules of governance, the laws of the Entity's State or any subdivision thereof, or any other agreement to which the Entity is a party.

13. Default.

A. Material Breach and Cure Period. Upon a material breach of this Agreement by either party which is not cured within fifteen (15) days after written notice is mailed to the defaulting party, this Agreement shall terminate effective upon the completion of the then-current academic year.

B. Non-payment or Failure to Implement Program. If the Entity fails to make prompt payment of the participation fee in accordance with the terms of this Agreement or to implement the PLTW Program for the academic year immediately following the date of this Agreement, then this Agreement may immediately terminate, at the option of PLTW, INC. In the event that Entity implements one or more courses, but fails to timely and properly implement the courses required for the Entity's PLTW Curricular Program(s), then, this Agreement may immediately terminate, at the option of PLTW, INC.

C. Other Remedies. In addition to the right to terminate the Agreement upon a breach thereof, the parties shall also have the right to exercise all of their respective remedies, both legal and equitable, as a result of the breach.

14. Term: Annual Renewal of Agreement.

The initial term of this Agreement shall begin as of the date of signing and shall end on June 30th of the following year; this Agreement shall be automatically renewed for additional contract years (July 1 – June 30) unless a party terminates the Agreement by notice to the other party in writing no later than April 1 preceding the commencement of the next Contract Year.

15. Protection of Intellectual Property.

The Entity agrees to adhere to any and all restrictions in connection with equipment, software and other intellectual property use agreements between PLTW, INC. and software producers, vendors or other such entities, and to take proactive measures to protect intellectual property used or available under such agreements, as shall be requested by PLTW, INC. or the owner of the intellectual property. Upon a termination of this Agreement, the Entity shall discontinue use of all software or other intellectual property provided to them pursuant to this Agreement or through special agreements relating to the Entity's participation in the **PLTW** Program. PLTW, INC. assumes no liability for the non-performance of the software or other intellectual property but will provide reasonable assistance to resolve non-performance issues with the owner of the software or other intellectual property. The Entity agrees that if it materially breaches these restrictions, its right to use such software or other intellectual property will be terminated and all software or other intellectual property shall be immediately returned to PLTW, INC. or the owner. The Entity shall solely be responsible for any remedies sought by the owner relating to the Entity's breach of these provisions, and PLTW, INC. shall not be liable in any way for such breach.

16. Responsibility of Parties.

To the extent permitted by law, the Entity hereby agrees to indemnify, defend and hold harmless PLTW, INC. from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that PLTW, INC. may incur as a result of any negligent or willful act of the Entity or any of its agents or employees or the failure by such Entity to perform any of its representations, warranties, commitments, or covenants under this Agreement.

To the extent permitted by law, PLTW, INC. hereby agrees to indemnify, defend and hold harmless the Entity from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that the Entity may incur as a result of any negligent or willful act of PLTW, INC. or any of its agents or employees or the failure by PLTW, INC. to perform any of its representations, warranties, commitments, or covenants under this Agreement.

17. Miscellaneous Provisions.

A. Assignment. The Entity is prohibited from assigning to or in any other way enabling any of its rights under this Agreement to inure to any third party without the prior written consent of PLTW, INC. This prohibition on assignment shall be a material term of this Agreement and any violation of this Section shall be a material breach of this Agreement, which shall allow PLTW, INC. to terminate this Agreement.

B. Notices. Legal notices or communications required under this Agreement shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight delivery, as follows:

If to the Entity:
Leadership Preparatory Academy
6400 Woodrow Road
Lithonia, GA
30038

If to PLTW, INC.:
Project Lead The Way, Inc.
Attn: PLTW Agreements
3939 Priority Way South Dr, Ste 200
Indianapolis, IN 46240
ph: 877-335-7589

Other notices or communications permitted under this agreement shall be sent via the PLTW electronic communication network.

C. Benefit. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.

D. Entire Agreement. This Agreement, including any instruments of agreements attached hereto as exhibits or incorporated herein by reference, contains the entire understanding of the parties with respect to the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to such subject matter.

IN WITNESS WHEREOF, the parties have each executed this Agreement on the dates indicated below.

Leadership Preparatory Academy

Date: 29 April 2014

By: Lonnie D. Hall COO

Entity Superintendent or School Board President/Chairperson, or their legally authorized designee

Name: Lonnie D. Hall

Title: Chief Operating Officer

Project Lead The Way, Inc.

Date: May 6, 2014

By: Andrea E. Croslyn, Ph.D.
Andrea E. Croslyn, Ph.D. (May 6, 2014)

Andrea E. Croslyn, Ph.D.
Executive VP, Chief Operating Officer

Appendix 2
Curriculum

CCGPS & GPS

Project Lead the Way

Leadership Curriculum

CCGPS Reading/English Language Arts

KINDERGARTEN CURRICULUM MAP

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks		
Reading		**Reading**		**Reading**		**Reading**		
Literary ELACCKRL1-10	**Informational ELACCKRI1-10**	**Literary ELACCKRL1-10**	**Informational ELACCKRI1-10**	**Literary ELACCKRL1-10**	**Informational ELACCKRI1-10**	**Literary ELACCKRL1-10**	**Informational ELACCKRI1-10**	
1 Extended Literary Text 2-3 short text connections	**1 Extended Informational Text 2-3 short text connections**	**1 Extended Literary Text 2-3 short text connections**	**1 Extended Informational Text 2-3 short text connections**	**1 Extended Literary Text 2-3 short text connections**	**1 Extended Informational Text 2-3 short text connections**	**1 Extended Literary Text 2-3 short text connections**	**1 Extended Informational Text 2-3 short text connections**	
Writing		**Writing**		**Writing**		**Writing**		
Narrative ELACCKW3		**Informative/Explanatory ELACCKW2**		**Opinion ELACCKW1**		**Narrative ELACCKW3**	**Info. ELACCKW2**	**Opinion ELACCKW1**
1-2 short research connections (may be shared research on a topic or theme connected to the unit) **ELACCKW7**		**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACCKW7**		**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACCKW7**		**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACCKW7**		
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACCKW5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACCKW5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACCKW5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACCKW5, 6, 8**		

Foundational Reading Skills
ELACCKRF1-4
Address basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency



Speaking and Listening
ELACCKSL1-6
Confirm understandings
Participate in collaborative discussions
Report findings



Language
ELACCKL1, 2, 4, 5, 6
Study and apply grammar and vocabulary in speaking and writing

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
January 2012- All Rights Reserved

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACCKRL1: With prompting and support, ask and answer questions about key details in a text.	**ELACCKRI1**: With prompting and support, ask and answer questions about key details in a text.
ELACCKRL2: With prompting and support, retell familiar stories, including key details.	**ELACCKRI2**: With prompting and support, identify the main topic and retell key details of a text.
ELACCKRL3: With prompting and support, identify characters, settings, and major events in a story.	**ELACCKRI3**: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACCKRL4: Ask and answer questions about unknown words in a text.	**ELACCKRI4**: With prompting and support, ask and answer questions about unknown words in a text.
ELACCKRL5: Recognize common types of texts (e.g., storybooks, poems).	**ELACCKRI5**: Identify the front cover, back cover, and title page of a book.
ELACCKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**ELACCKRI6**: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACCKRL7: 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).	**ELACCKRI7**: 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).
ELACCKRL8: (Not applicable to literature)	**ELACCKRI8**: With prompting and support, identify the reasons an author gives to support points in a text.
ELACCKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**ELACCKRI9**: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACCKRL10: Actively engage in group reading activities with purpose and understanding.	**ELACCKRI10**: Actively engage in group reading activities with purpose and understanding.

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READING FOUNDATIONAL (RF)
➢ **Print Concepts**
ELACCKRF1: 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.
➢ **Phonological Awareness**
ELACCKRF2: 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.
➢ **Phonics and Word Recognition**
ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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.
➢ **Fluency**
ELACCKRF4: Read emergent-reader texts with purpose and understanding.

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WRITING (W)
➢ **Text Types and Purposes**
ELACCKW1: 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…).*
ELACCKW2: 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.
ELACCKW3: 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.
➢ **Production and Distribution of Writing**
ELACCKW4: *(Begins in grade 3)*
ELACCKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
ELACCKW6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
➢ **Research to Build and Present Knowledge**
ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
ELACCKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELACCKW9: *(Begins in grade 4)*
➢ **Range of Writing**
ELACCKW10: *(Begins in grade 3)*

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACCKSL1: 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.
ELACCKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.
ELACCKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
➢ **Presentation of Knowledge and Ideas**
ELACCKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELACCKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACCKL1: 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*) when speaking.
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.
ELACCKL2: 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.
➢ **Knowledge of Language**
ELACCKL3: *(begins in grade 2)*
➢ **Vocabulary Acquisition and Use**
ELACCKL4: 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* as 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.
ELACCKL5: With guidance and support from adults, explore word 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.
ELACCKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			■	■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.			■	■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.			■	■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	Subsumed by ELACC7L3a				
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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FIRST GRADE CURRICULUM MAP

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks		
Reading		**Reading**		**Reading**		**Reading**		
Literary ELACC1RL1-10	**Informational ELACC1RI1-10**	**Literary ELACC1RL1-10**	**Informational ELACC1RI1-10**	**Literary ELACC1RL1-10**	**Informational ELACC1RI1-10**	**Literary ELACC1RL1-10**	**Informational ELACC1RI1-10**	
1 Extended Literary Text 2-3 short text connections	**1 Extended Informational Text 2-3 short text connections**	**1 Extended Literary Text 2-3 short text connections**	**1 Extended Informational Text 2-3 short text connections**	**1 Extended Literary Text 2-3 short text connections**	**1 Extended Informational Text 2-3 short text connections**	**1 Extended Literary Text 2-3 short text connections**	**1 Extended Informational Text 2-3 short text connections**	
Writing		**Writing**		**Writing**		**Writing**		
Narrative ELACC1W3		**Informative/Explanatory ELACC1W2**		**Opinion ELACC1W1**		**Narrative ELACC1W3**	**Info. ELACC1W2**	**Opinion ELACC1W1**
1-2 short research connections (may be shared research on a topic or theme connected to the unit) **ELACC1W7**		**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC1W7**		**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC1W7**		**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC1W7**		
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC1W5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC1W5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC1W5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC1W5, 6, 8**		

Foundational Reading Skills
ELACC1RF1-4
Address basic print features, spoken words, syllables, sounds, phonics, word recognition, and fluency



Speaking and Listening
ELACC1SL1-6
Confirm understandings
Participate in collaborative discussions
Report findings



Language
ELACC1L1, 2, 4, 5, 6
Study and apply grammar and vocabulary in speaking and writing

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
January 2012- All Rights Reserved

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC1RL1: Ask and answer questions about key details in a text.	**ELACC1RI1:** Ask and answer questions about key details in a text.
ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**ELACC1RI2:** Identify the main topic and retell key details of a text.
ELACC1RL3: Describe characters, settings, and major events in a story, using key details.	**ELACC1RI3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**ELACC1RI4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**ELACC1RI5:** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
ELACC1RL6: Identify who is telling the story at various points in a text.	**ELACC1RI6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.	**ELACC1RI7:** Use illustrations and details in a text to describe its key ideas.
ELACC1RL8: (Not applicable to literature)	**ELACC1RI8:** Identify the reasons an author gives to support points in a text.
ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.	**ELACC1RI9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**ELACC1RI10:** With prompting and support, read informational texts appropriately complex for grade 1.

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READING FOUNDATIONAL (RF)
➢ **Print Concepts**
ELACC1RF1: Demonstrate understanding of the organization and basic features of print.
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
➢ **Phonological Awareness**
ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
➢ **Phonics and Word Recognition**
ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode regularly spelled one-syllable words.
c. Know final -e and common vowel team conventions for representing long vowel sounds.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read words with inflectional endings.
g. Recognize and read grade-appropriate irregularly spelled words.
➢ **Fluency**
ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
ELACC1W3: 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.
➢ **Production and Distribution of Writing**
ELACC1W4: *(Begins in grade 3)*
ELACC1W5: 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.
a. May include oral or written prewriting (graphic organizers).
ELACC1W6: 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**
ELACC1W7: Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).
ELACC1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELACC1W9: *(Begins in grade 4)*
➢ **Range of Writing**
ELACC1W10: *(Begins in grade 3)*

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.
ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELACC1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
➢ **Presentation of Knowledge and Ideas**
ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELACC1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print all upper- and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
e. 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*).
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
k. Prints with appropriate spacing between words and sentences.
ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize dates and names of people.
b. Use end punctuation for sentences.
c. Use commas in dates and to separate single words in a series.
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.
➢ **Knowledge of Language**
ELACC1L3: *(Begins in 2nd grade)*
➢ **Vocabulary Acquisition and Use**
ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
ELACC1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught

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SECOND GRADE CURRICULUM MAP

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks		
Reading		**Reading**		**Reading**		**Reading**		
Literary ELACC2RL1-10	**Informational ELACC2RI1-10**	**Literary ELACCK1L1-10**	**Informational ELACC2RI1-10**	**Literary ELACC2RL1-10**	**Informational ELACC2RI1-10**	**Literary ELACC2RL1-10**	**Informational ELACC2RI1-10**	
1 Extended Literary Text 3-4 short text connections	**1 Extended Informational Text 3-4 short text connections**	**1 Extended Literary Text 3-4 short text connections**	**1 Extended Informational Text 3-4 short text connections**	**1 Extended Literary Text 3-4 short text connections**	**1 Extended Informational Text 3-4 short text connections**	**1 Extended Literary Text 3-4 short text connections**	**1 Extended Informational Text 3-4 short text connections**	
Writing		**Writing**		**Writing**		**Writing**		
Narrative ELACC2W3		**Informative/Explanatory ELACC2W2**		**Opinion ELACC2W1**		**Narrative ELACC2W3**	**Info/Expl. ELACC2W2**	**Opinion ELACC2W1**
2-3 short research connections (may be shared research on a topic or theme connected to the unit) **ELACC2W7**		**2-3 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC2W7**		**2-3 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC2W7**		**2-3 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC2W7**		
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC2W5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC2W5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC2W5, 6, 8**		**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC2W5, 6, 8**		

Foundational Reading Skills
ELACC2RF3-4
Phonics, word recognition, and fluency



Speaking and Listening
ELACC2SL1-6
Confirm understandings
Participate in collaborative discussions
Report findings



Language
ELACC2L1-6
Study and apply grammar and vocabulary in speaking and writing

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**ELACC2RI1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
ELACC2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**ELACC2RI2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
ELACC2RL3: Describe how characters in a story respond to major events and challenges.	**ELACC2RI3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**ELACC2RI4:** Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**ELACC2RI5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**ELACC2RI6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**ELACC2RI7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELACC2RL8: (Not applicable to literature)	**ELACC2RI8:** Describe how reasons support specific points the author makes in a text.
ELACC2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**ELACC2RI9:** Compare and contrast the most important points presented by two texts on the same topic.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**ELACC2RI10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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READING FOUNDATIONAL (RF)
➢ **Print Concepts**
Kindergarten and 1st grade only
➢ **Phonological Awareness**
Kindergarten and 1st grade only
➢ **Phonics and Word Recognition**
ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode regularly spelled two-syllable words with long vowels.
d. Decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade-appropriate irregularly spelled words.
➢ **Fluency**
ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC2W1: 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.
ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
ELACC2W3: 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.
➢ **Production and Distribution of Writing**
ELACC2W4: *(Begins in grade 3)*
ELACC2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
a. May include prewriting.
ELACC2W6: 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**
ELACC2W7: 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).
ELACC2W8: Recall information from experiences or gather information from provided sources to answer a question.
ELACC2W9: *(Begins in grade 4)*
➢ **Range of Writing**
ELACC2W10: *(Begins in grade 3)*

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
a. 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*).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
ELACC2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
ELACC2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
➢ **Presentation of Knowledge and Ideas**
ELACC2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
ELACC2SL5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
ELACC2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use collective nouns (e.g., *group*).
b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
c. Use reflexive pronouns (e.g., *myself, ourselves*).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. 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*).
g. Creates documents with legible handwriting.
ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize holidays, product names, and geographic names.
b. Use commas in greetings and closings of letters.
c. Use an apostrophe to form contractions and frequently occurring possessives.
d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
➢ **Knowledge of Language**
ELACC2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Compare formal and informal uses of English.
➢ **Vocabulary Acquisition and Use**
ELACC2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings.
a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*).
b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny, scrawny*).
ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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THIRD GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Literary Text **ELACC3RL1-10** **Secondary Focus: Informational Text** **ELACC3RI1-10**	**Primary Focus: Informational Text** **ELACC3RI1-10** **Secondary Focus: Literary Text** **ELACC3RL1-10**	**Primary Focus: Literary Text** **ELACC3RL1-10** **Secondary Focus: Informational Text** **ELACC3RI1-10**	**Primary Focus: Informational Text** **ELACC3RI1-10** **Secondary Focus: Literary Text** **ELACC3RL1-10**
1 extended literary text **4 thematically connected short texts**	**1 extended informational text** **4 thematically connected short texts**	**1 extended literary text** **4 thematically connected short texts**	**1 extended informational text** **4 thematically connected short texts**
Writing	**Writing**	**Writing**	**Writing**
Focus: Opinion **ELACC3W1**	**Focus: Informative/Explanatory** **ELACC3W2**	**Focus: Informative/Explanatory** **ELACC3W2**	**Focus: Opinion** **ELACC3W1**
2 opinion pieces supporting a position **ELACC3W1, 4, 5, 6, 10**	**2 informative/explanatory pieces** examining a topic and conveying ideas **ELACC3W2, 4, 5, 6, 10**	**2 informative/explanatory pieces** examining a topic and conveying ideas **ELACC3W2, 4, 5, 6, 10**	**2 opinion pieces** supporting a position **ELACC3W1, 4, 5, 6, 10**
1-2 short research connections (may be shared research on a topic or theme connected to the unit) **ELACC3W7, 8, 10**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC3W7, 8, 10**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC3W7, 8, 10**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC3W7, 8, 10**
1-2 narratives detailing a real or imagined experience **ELACC3W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC3W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC3W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC3W3, 4, 5, 6, 10**
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC3W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC3W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC3W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC3W1, 2, 3, 9, 10**

Foundational Reading Skills
ELACC3RF3-4
Phonics, word recognition, and fluency



Speaking and Listening
ELACC3SL1-6
Confirm understandings
Participate in collaborative discussions
Report findings



Language
ELACC3L1-6
Study and apply grammar and vocabulary in speaking and writing

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
January 2012- All Rights Reserved

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**ELACC3RI1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELACC3RL2: 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.	**ELACC3RI2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**ELACC3RI3:** 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.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**ELACC3RI4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELACC3RL5: 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.	**ELACC3RI5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.	**ELACC3RI6:** Distinguish their own point of view from that of the author of a text.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC3RL7: 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).	**ELACC3RI7:** 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).
ELACC3RL8: (Not applicable to literature)	**ELACC3RI8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELACC3RL9: 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).	**ELACC3RI9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC3RL10: 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.	**ELACC3RI10:** 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.

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READING FOUNDATIONAL (RF)
➢ **Print Concepts**
Kindergarten and 1st grade only
➢ **Phonological Awareness**
Kindergarten and 1st grade only
➢ **Phonics and Word Recognition**
ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.
c. Decode multi-syllable words.
d. Read grade-appropriate irregularly spelled words.
➢ **Fluency**
ELACC3RF4: 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide a concluding statement or section.
ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., also, another, and, more, but*)* to connect ideas within categories of information.
d. Provide a concluding statement or section.
ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a sense of closure.
➢ **Production and Distribution of Writing**
ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ELACC3W5: 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.)
ELACC3W6: 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.
➢ **Research to Build and Present Knowledge**
ELACC3W7: Conduct short research projects that build knowledge about a topic.
ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELACC3W9: *(Begins in grade 4)*
➢ **Range of Writing**
ELACC3W10: 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.

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC3SL1: 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.
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 (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).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.
ELACC3SL2: 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.
ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
➢ **Presentation of Knowledge and Ideas**
ELACC3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELACC3SL5: 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.
ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification**.** (See grade 3 Language standards 1 and 3 for specific expectations.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns (e.g., *childhood*).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.*
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.
j. Writes legibly in cursive.
ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize appropriate words in titles.
b. Use commas in addresses.
c. Use commas and quotation marks in dialogue.
d. Form and use possessives.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
➢ **Knowledge of Language**
ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.*
b. Recognize and observe differences between the conventions of spoken and written standard English.
➢ **Vocabulary Acquisition and Use**
ELACC3L4: 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.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/*uncomfortable*, *care*/*careless*, *heat*/*preheat*).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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FOURTH GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Informational Text **ELACC4RI1-10** **Secondary Focus: Literary Text** **ELACC4RL1-10**	**Primary Focus: Literary Text** **ELACC4RL1-10** **Secondary Focus: Informational Text** **ELACC4RI1-10**	**Primary Focus: Informational Text** **ELACC4RI1-10** **Secondary Focus: Literary Text** **ELACC4RL1-10**	**Primary Focus: Literary Text** **ELACC4RL1-10** **Secondary Focus: Informational Text** **ELACC4RI1-10**
1 extended informational text **5 thematically connected short texts**	**1 extended literary text** **5 thematically connected short texts**	**1 extended informational text** **5 thematically connected short texts**	**1 extended literary text** **5 thematically connected short texts**
Writing	**Writing**	**Writing**	**Writing**
Focus: Informative/Explanatory **ELACC4W2**	**Focus: Opinion** **ELACC4W1**	**Focus: Opinion** **ELACC4W1**	**Focus: Informative/Explanatory** **ELACC4W2**
2-informativel/explanatory pieces examining a topic and conveying ideas **ELACC4W2, 4, 5, 6, 10**	**2 opinion pieces** supporting a position **ELACC4W1, 4, 5, 6, 10**	**2 opinion pieces** supporting a position **ELACC4W1, 4, 5, 6, 10**	**2-informativel/explanatory pieces** examining a topic and conveying ideas **ELACC4W2, 4, 5, 6, 10**
1-2 short research connections (may be shared research on a topic or theme connected to the unit) **ELACC4W7, 8, 10**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC4W7, 8, 10**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC4W7, 8, 10**	**1-2 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC4W7, 8, 10**
1-2 narratives detailing a real or imagined experience **ELACC4W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC4W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC4W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC4W3, 4, 5, 6, 10**
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC4W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC4W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC4W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC4W1, 2, 3, 9, 10**

Foundational Reading Skills
ELACC4RF3-4
Phonics, word recognition, and fluency



Speaking and Listening
ELACC4SL1-6
Confirm understandings
Participate in collaborative discussions
Report findings



Language
ELACC4L1-6
Study and apply grammar and vocabulary in speaking and writing

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READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**ELACC4RI1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**ELACC4RI2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELACC4RL3: 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).	**ELACC4RI3:** 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.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC4RL4: 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).	**ELACC4RI4:** Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**ELACC4RI5:** 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.
ELACC4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**ELACC4RI6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC4RL7: 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.	**ELACC4RI7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELACC4RL8: (Not applicable to literature)	**ELACC4RI8:** Explain how an author uses reasons and evidence to support particular points in a text.
ELACC4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**ELACC4RI9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**ELACC4RI10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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READING FOUNDATIONAL (RF)
➢ **Print Concepts**
Kindergarten and 1st grade only
➢ **Phonological Awareness**
Kindergarten and 1st grade only
➢ **Phonics and Word Recognition**
ELACC4RF3: Know and apply grade-level phonics 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 multi-syllabic words in context and out of context.
➢ **Fluency**
ELACC4RF4: 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
a. 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.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d. Provide a concluding statement or section related to the opinion presented.
ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).
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.
ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases 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 or events.
➢ **Production and Distribution of Writing**
ELACC4W4: Produce clear and coherent writing 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.)
ELACC4W5: 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.)
ELACC4W6: 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.
➢ **Research to Build and Present Knowledge**
ELACC4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELACC4W8: 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.
ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply 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].").
b. 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").
➢ **Range of Writing**
ELACC4W10: 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.

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC4SL1: 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.
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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC4SL3: Identify the reasons and evidence a speaker provides to support particular points.
➢ **Presentation of Knowledge and Ideas**
ELACC4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELACC4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELACC4SL6: 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 standard 1 for specific expectations.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.
c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
e. Form and use prepositional phrases.
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*
h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.
➢ **Knowledge of Language**
ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely.*
b. Choose punctuation for effect.*
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
➢ **Vocabulary Acquisition and Use**
ELACC4L4: 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.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
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.
ELACC4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELACC4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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FIFTH GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Literary Text **ELACC5RL1-10** **Secondary Focus: Informational Text** **ELACC5RI1-10**	**Primary Focus: Informational Text** **ELACC5RI1-10** **Secondary Focus: Literary Text** **ELACC5RL1-10**	**Primary Focus: Literary Text** **ELACC5RL1-10** **Secondary Focus: Informational Text** **ELACC5RI1-10**	**Primary Focus: Informational Text** **ELACC5RI1-10** **Secondary Focus: Literary Text** **ELACC5RL1-10**
1 extended literary text **5 thematically connected short texts**	**1 extended informational text** **5 thematically connected short texts**	**1 extended literary text** **5 thematically connected short texts**	**1 extended informational text** **5 thematically connected short texts**
Writing	**Writing**	**Writing**	**Writing**
Focus: Opinion **ELACC5W1**	**Focus: Informative/Explanatory** **ELACC5W2**	**Focus: Informative/Explanatory** **ELACC5W2**	**Focus: Opinion** **ELACC5W1**
3 opinion pieces supporting a position **ELACC5W1, 4, 5, 6, 10**	**3 informative/explanatory pieces** examining a topic and conveying ideas **ELACC5W2, 4, 5, 6, 10**	**3 informative/explanatory pieces** examining a topic and conveying ideas **ELACC5W2, 4, 5, 6, 10**	**3 opinion pieces** supporting a position **ELACC5W1, 4, 5, 6, 10**
2-3 short research connections (may be shared research on a topic or theme connected to the unit) **ELACC5W7, 8, 10**	**2-3 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC5W7, 8, 10**	**2-3 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC5W7, 8, 10**	**2-3 short research connections** (may be shared research on a topic or theme connected to the unit) **ELACC5W7, 8, 10**
1-2 narratives detailing a real or imagined experience **ELACC5W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC5W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC5W3, 4, 5, 6, 10**	**1-2 narratives** detailing a real or imagined experience **ELACC5W3, 4, 5, 6, 10**
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC5W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC5W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC5W1, 2, 3, 9, 10**	**Routine writing** (summaries, writing-to-learn tasks, response to a short text or an open-ended question) **ELACC5W1, 2, 3, 9, 10**

Foundational Reading Skills
ELACC5RF3-4
Phonics, word recognition, and fluency



Speaking and Listening
ELACC5SL1-6
Confirm understandings
Participate in collaborative discussions
Report findings



Language
ELACC5L1-6
Study and apply grammar and vocabulary in speaking and writing

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FIFTH GRADE READING LITERARY (RL)	FIFTH GRADE READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**ELACC5RI1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELACC5RL2: 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.	**ELACC5RI2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELACC5RL3: 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).	**ELACC5RI3:** 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.
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**ELACC5RI4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELACC5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**ELACC5RI5:** 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.
ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.	**ELACC5RI6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC5RL7: 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).	**ELACC5RI7:** 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.
ELACC5RL8: (Not applicable to literature)	**ELACC5RI8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**ELACC5RI9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC5RL10: 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.	**ELACC5RI10:** 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.

FIFTH GRADE READING FOUNDATIONAL (RF)
➢ **Print Concepts**
Kindergarten and 1st grade only
➢ **Phonological Awareness**
Kindergarten and 1st grade only
➢ **Phonics and Word Recognition**
ELACC5RF3: Know and apply grade-level phonics 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 multi-syllabic words in context and out of context.
➢ **Fluency**
ELACC5RF4: 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.

FIFTH GRADE WRITING (W)

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➢ **Text Types and Purposes**
ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped 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.
ELACC5W2: 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.
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.
ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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 or events.
➢ **Production and Distribution of Writing**
ELACC5W4: Produce clear and coherent writing 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.)
ELACC5W5: 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 5.)
ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
➢ **Research to Build and Present Knowledge**
ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELACC5W8: 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.
ELACC5W9: 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 supports which point[s]).
➢ **Range of Writing**
ELACC5W10: 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.

FIFTH GRADE SPEAKING AND LISTENING (SL)

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➢ **Comprehension and Collaboration**
ELACC5SL1: 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.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
➢ **Presentation of Knowledge and Ideas**
ELACC5SL4: 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.
ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

FIFTH GRADE LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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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 aspects.
c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense and aspect.*
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
ELACC5L2: 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.
➢ **Knowledge of Language**
ELACC5L3: 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.*
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
➢ **Vocabulary Acquisition and Use**
ELACC5L4: 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.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
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.
ELACC5L5: 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 of the words.
ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart (in this document on page 94) for progressive standards that should be added to the Language Strand for their grade.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			■	■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.			■	■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.			■	■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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COMMON CORE GEORGIA PERFORMANCE STANDARDS
ENGLISH LANGUAGE ARTS

SIXTH GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Informational Text ELACC6RI1-10 **Secondary Focus: Literary Text ELACC6RL1-10**	**Primary Focus: Literary Text ELACC6RL1-10** **Secondary Focus: Informational Text ELACC6RI1-10**	**Primary Focus: Informational Text ELACC6RI1-10** **Secondary Focus: Literary Text ELACC6RL1-10**	**Primary Focus: Literary Text ELACC6RL1-10** **Secondary Focus: Informational Text ELACC6RI1-10**
1 extended informational text **6 thematically connected short texts**	**1 extended literary text** **6 thematically connected short texts**	**1 extended informational text** **6 thematically connected short texts**	**1 extended literary text** **6 thematically connected short texts**
Writing	**Writing**	**Writing**	**Writing**
Focus: Argumentative	**Focus: Informative/Explanatory**	**Focus: Informative/Explanatory**	**Focus: Argumentative**
4-6 argumentative analysis essays **ELACC6W1, 4, 5, 6, 10**	**4-6 informative/explanatory** analysis essays **ELACC6W2, 4, 5, 6, 10**	**4-6 informative/explanatory** analysis essays **ELACC6W2, 4, 5, 6, 10**	**4-6 argumentative** analysis essays **ELACC6W1, 4, 5, 6, 10**
Research connection Brief or sustained inquiries related to the texts or topics **ELACC6W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or themes **ELACC6W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or topics **ELACC6W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or themes **ELACC6W7, 8, 10**
2-3 narratives to develop real or imagined experiences **ELACC6W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC6W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC6W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC6W3, 4, 5, 6, 10**
Routine writing Notes, summaries, process journals, and short responses across all genres **ELACC6W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC6W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC6W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC6W1, 2, 3, 9, 10**

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language ELACC6L1-6
Study and apply grammar
Use and understand both general academic and domain-specific vocabulary



Speaking and Listening ELACC6SL1-6
Engage in collaborative discussions
Present findings
Evaluate a speaker's claims, rhetoric, and strategy
Incorporate multimedia components

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READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC6RL2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**ELACC6RI2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELACC6RL3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.	**ELACC6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**ELACC6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELACC6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**ELACC6RI5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.	**ELACC6RI6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**ELACC6RI7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
ELACC6RL8: (Not applicable to literature)	**ELACC6RI8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**ELACC6RI9:** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC6RL10: 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.	**ELACC6RI10:** 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented.
ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to 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 the information or explanation presented.
ELACC6W3: 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 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 convey experiences and events.
e. Provide a conclusion that follows from the narrated experiences or events.
➢ **Production and Distribution of Writing**
ELACC6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
ELACC6W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
ELACC6W6: 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 three pages in a single sitting.
➢ **Research to Build and Present Knowledge**
ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
➢ **Range of Writing**
ELACC6W10: 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.

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
ELACC6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
➢ **Presentation of Knowledge and Ideas**
ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
ELACC6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
b. Use intensive pronouns (e.g., *myself*, *ourselves*).
c. Recognize and correct inappropriate shifts in pronoun number and person.*
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
b. Spell correctly.
➢ **Knowledge of Language**
ELACC6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Vary sentence patterns for meaning, reader/listener interest, and style.*
b. Maintain consistency in style and tone.*
➢ **Vocabulary Acquisition and Use**
ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 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., *audience*, *auditory*, *audible*).
c. Consult 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.
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).
ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., personification) in context.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
ELACC6L6: 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.

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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SEVENTH GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Literary Text **ELACC7RL1-10** **Secondary Focus: Informational Text** **ELACC7RI1-10**	**Primary Focus: Informational Text** **ELACC7RI1-10** **Secondary Focus: Literary Text** **ELACC7RL1-10**	**Primary Focus: Literary Text** **ELACC7RL1-10** **Secondary Focus: Informational Text** **ELACC7RI1-10**	**Primary Focus: Informational Text** **ELACC7RI1-10** **Secondary Focus: Literary Text** **ELACC7RL1-10**
1 extended literary text **6 thematically connected short texts**	**1 extended informational text** **6 thematically connected short texts**	**1 extended literary text** **6 thematically connected short texts**	**1 extended informational text** **6 thematically connected short texts**
Writing	**Writing**	**Writing**	**Writing**
Focus: Informative/Explanatory	**Focus: Argumentative**	**Focus: Argumentative**	**Focus: Informative/Explanatory**
4-6 informative/explanatory analysis essays **ELACC7W2, 4, 5, 6, 10**	**4-6 argumentative** analysis essays **ELACC7W1, 4, 5, 6, 10**	**4-6 argumentative** analysis essays **ELACC7W1, 4, 5, 6, 10**	**4-6 informative/explanatory** analysis essays **ELACC7W2, 4, 5, 6, 10**
Research connection Brief or sustained inquiries related to the texts or topics **ELACC7W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or themes **ELACC7W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or topics **ELACC7W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or themes **ELACC7W7, 8, 10**
2-3 narratives to develop real or imagined experiences **ELACC7W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC7W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC7W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC7W3, 4, 5, 6, 10**
Routine writing Notes, summaries, process journals, and short responses across all genres **ELACC7W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC7W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC7W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC7W1, 2, 3, 9, 10**

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language ELACC7L1-6
Study and apply grammar
Use and understand both general academic and domain-specific vocabulary



Speaking and Listening ELACC7SL1-6
Engage in collaborative discussions
Present findings
Evaluate a speaker's claims, rhetoric, and strategy
Incorporate multimedia components

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
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READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2: 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.	**ELACC7RI2:** 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.
ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	**ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC7RL4: 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.	**ELACC7RI4:** 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.
ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**ELACC7RI5:** 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.
ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**ELACC7RI6:** 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.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**ELACC7RI7:** 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).
ELACC7RL8: (Not applicable to literature)	**ELACC7RI8:** 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.
ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.	**ELACC7RI9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC7RL10: 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.	**ELACC7RI10:** 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge 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), 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.
ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate 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.
ELACC7W3: 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.
➢ **Production and Distribution of Writing**
ELACC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
ELACC7W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)
ELACC7W6: 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.
➢ **Research to Build and Present Knowledge**
ELACC7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELACC7W8: 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.
ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
➢ **Range of Writing**
ELACC7W10: 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.

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC7SL1: 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.
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, track progress toward specific goals and deadlines, and define individual roles as needed.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.
ELACC7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ELACC7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
➢ **Presentation of Knowledge and Ideas**
ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELACC7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELACC7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of phrases and clauses in general and their function in specific sentences.
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
b. Spell correctly.
➢ **Knowledge of Language**
ELACC7L3: 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.*
➢ **Vocabulary Acquisition and Use**
ELACC7L4: 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.
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).
ELACC7L5: 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*).
ELACC7L6: 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.

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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EIGHTH GRADE CURRICULUM MAP			
First Nine Weeks	**Second Nine Weeks**	**Third Nine Weeks**	**Fourth Nine Weeks**
Reading	**Reading**	**Reading**	**Reading**
Primary Focus: Informational Text ELACC8RI1-10 **Secondary Focus: Literary Text ELACC8RL1-10**	**Primary Focus: Literary Text ELACC8RL1-10** **Secondary Focus: Informational Text ELACC8RI1-10**	**Primary Focus: Informational Text ELACC8RI1-10** **Secondary Focus: Literary Text ELACC8RL1-10**	**Primary Focus: Literary Text ELACC8RL1-10** **Secondary Focus: Informational Text ELACC8RI1-10**
1 extended informational text **6 thematically connected short texts**	**1 extended literary text** **6 thematically connected short texts**	**1 extended informational text** **6 thematically connected short texts**	**1 extended literary text** **6 thematically connected short texts**
Writing	**Writing**	**Writing**	**Writing**
Focus: Argumentative	**Focus: Informative/Explanatory**	**Focus: Informative/Explanatory**	**Focus: Argumentative**
4-6 argumentative analysis essays **ELACC8W1, 4, 5, 6, 10**	**4-6 informative/explanatory** analysis essays **ELACC8W2, 4, 5, 6, 10**	**4-6 informative/explanatory** analysis essays **ELACC8W2, 4, 5, 6, 10**	**4-6 argumentative** analysis essays **ELACC8W1, 4, 5, 6, 10**
Research connection Brief or sustained inquiries related to the texts or topics **ELACC8W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or themes **ELACC8W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or topics **ELACC8W7, 8, 10**	**Research connection** Brief or sustained inquiries related to the texts or themes **ELACC8W7, 8, 10**
2-3 narratives to develop real or imagined experiences **ELACC8W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC8W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC8W3, 4, 5, 6, 10**	**2-3 narratives** to develop real or imagined experiences **ELACC8W3, 4, 5, 6, 10**
Routine writing Notes, summaries, process journals, and short responses across all genres **ELACC8W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC8W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC8W1, 2, 3, 9, 10**	**Routine writing** Notes, summaries, process journals, and short responses across all genres **ELACC8W1, 2, 3, 9, 10**

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language ELACC8L1-6
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Use and understand both general academic and domain-specific vocabulary



Speaking and Listening ELACC8SL1-6
Engage in collaborative discussions
Present findings
Evaluate a speaker's claims, rhetoric, and strategy
Incorporate multimedia components

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READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC8RL2: 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.	**ELACC8RI2:** 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.
ELACC8RL3: 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.	**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC8RL4: 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.	**ELACC8RI4:** 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.
ELACC8RL5: 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.	**ELACC8RI5:** 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.
ELACC8RL6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**ELACC8RI6:** 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.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC8RL7: 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.	**ELACC8RI7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
ELACC8RL8: (Not applicable to literature)	**ELACC8RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELACC8RL9: 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.	**ELACC8RI9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
➢ **Range of Reading and Level of Text Complexity**	➢ **Range of Reading and Level of Text Complexity**
ELACC8RL10: 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	**ELACC8RI10:** 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.

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WRITING (W)
➢ **Text Types and Purposes**
ELACC8W1: 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.
ELACC8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
a. Introduce a topic 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.
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.
ELACC8W3: 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.
➢ **Production and Distribution of Writing**
ELACC8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
ELACC8W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
ELACC8W6: Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.
➢ **Research to Build and Present Knowledge**
ELACC8W7: 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.
ELACC8W8: 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.
ELACC8W9: 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").
b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
➢ **Range of Writing**
ELACC8W10: 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.

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SPEAKING AND LISTENING (SL)
➢ **Comprehension and Collaboration**
ELACC8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, 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 elicit elaboration 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 and understanding in light of the evidence presented.
ELACC8SL2: 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.
ELACC8SL3: 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.
➢ **Presentation of Knowledge and Ideas**
ELACC8SL4: Present claims and findings, 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.
ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
ELACC8SL6: 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.)

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LANGUAGE (L)
➢ **Conventions of Standard English**
ELACC8L1: 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.*
ELACC8L2: 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.
➢ **Knowledge of Language**
ELACC8L3: 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).
➢ **Vocabulary Acquisition and Use**
ELACC8L4: 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.
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).
ELACC8L5: 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*).
ELACC8L6: 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.

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h**. Use coordinating and subordinating conjunctions. **ELACC5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.

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CCGPS

Mathematics

CCGPS Kindergarten Grade Level Overview

Mathematics

Kindergarten

Grade Level Overview

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards
Elementary School Mathematics
Kindergarten

Common Core Georgia Performance Standards: Curriculum Map						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Sophisticated Shapes	**Counting With Friends**	**Comparing Numbers**	**Measuring and Analyzing Data**	**Investigating Addition and Subtraction**	**Further Investigation of Addition and Subtraction**	**Show What We Know**
MCCK.G.1 MCCK.G.2 MCCK.G.3 MCCK.G.4 MCCK.G.5 MCCK.G.6 MCCK.MD.3	**MCCK.CC.1 MCCK.CC.2 MCCK.CC.3 MCCK.CC.4 MCCK.MD.3**	**MCCK.NBT.1 MCCK.CC.3 MCCK.CC.4a MCCK.CC.5 MCCK.CC.6 MCCK.CC.7 MCCK.MD.3**	**MCCK.MD.1 MCCK.MD.2 MCCK.MD.3**	**MCCK.OA.1 MCCK.OA.2 MCCK.OA.3 MCCK.OA.4 MCCK.OA.5**	**MCCK..OA.2 MCCK.OA.3 MCCK.OA.4 MCCK.OA.5**	**ALL**
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts and standards addressed in earlier units. All units include the Mathematical Practices and indicate skills to maintain.						

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking.

CONTENT STANDARDS

COUNTING AND CARDINALITY (CC)

CLUSTER #1: KNOW NUMBER NAMES AND THE COUNT SEQUENCE.

CCGPS.K.CC.1 Count to 100 by ones and by tens.

This standard calls for students to rote count by starting at one and count to 100. When students count by tens they are only expected to master counting on the decade (0, 10, 20, 30, 40 …). This objective does not require recognition of numerals. It is focused on the rote number sequence.

CCGPS.K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

This standard includes numbers 0 to 100. This asks for students to begin a rote forward counting sequence from a number other than 1. Thus, given the number 4, the student would count, "4, 5, 6 …" This objective does not require recognition of numerals. It is focused on the rote number sequence.

CCGPS.K.CC.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).

This standard addresses the writing of numbers and using the written numerals (0-20) to describe the amount of a set of objects. Due to varied development of fine motor and visual development, a reversal of numerals is anticipated for a majority of the students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting formation of the actual numeral itself.

In addition, the standard asks for students to represent a set of objects with a written numeral. The number of objects being recorded should not be greater than 20. Students can record the quantity of a set by selecting a number card or tile (numeral recognition) or writing the numeral. Students can also create a set of objects based on the numeral presented.

CLUSTER #2: COUNT TO TELL THE NUMBER OF OBJECTS.

Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects and comparing sets or numerals.

CCGPS.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

This standard asks students to count a set of objects and see sets and numerals in relationship to one another, rather than as isolated numbers or sets. These connections are higher-level skills that require students to analyze, to reason about, and to explain relationships between numbers and sets of objects. This standard should first be addressed using numbers 1-5 with teachers building to the numbers 1-10 later in the year.

The expectation is that students are comfortable with these skills with the numbers 1-10 by the end of Kindergarten.

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.

This standard reflects the ideas that students implement correct counting procedures by pointing to one object at a time (one-to-one correspondence) using one counting word for every object (one-to-one tagging/synchrony), while keeping track of objects that have and have not been counted. This is the foundation of counting.

b. 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.

This standard calls for students to answer the question "How many are there?" by counting objects in a set and understanding that the last number stated when counting a set (…8, 9, 10) represents the total amount of objects: "There are 10 bears in this pile" (cardinality). It also requires students to understand that the same set counted three different times will end up being the same amount each time. Thus, a purpose of keeping track of objects is developed. Therefore, a student who moves each object as it is counted recognizes that there is a need to keep track in order to figure out the amount of objects present. While it appears that this standard calls for students to have conservation of number, (regardless of the arrangement of objects, the quantity remains the same), conservation of number is a developmental milestone of which some Kindergarten children will not have mastered. The goal of this objective is for students to be able to count a set of objects; regardless of the formation those objects are placed.

c. Understand that each successive number name refers to a quantity that is one larger.

This standard represents the concept of "one more" while counting a set of objects. Students are to make the connection that if a set of objects was increased by one more object then the number name for that set is to be increased by one as well. Students are asked to understand this concept with and without objects. For example, after counting a set of 8 objects, students should be able to answer the question, "How many would there be if we added one more object?"; and answer a similar question when not using objects, by asking hypothetically, "What if we have 5 cubes and added one more. How many cubes would there be then?" This concept should be first taught with numbers 1-5 before building to numbers 1-10. Students are expected to be comfortable with this skill with numbers to 10 by the end of Kindergarten.

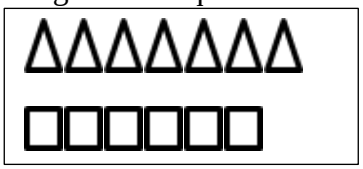
CCGPS.K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

This standard addresses various counting strategies. Based on early childhood mathematics experts, such as Kathy Richardson, students go through a progression of

four general ways to count. These counting strategies progress from least difficult to most difficult. First, students move objects and count them as they move them. The second strategy is that students line up the objects and count them. Third, students have a scattered arrangement and they touch each object as they count. Lastly, students have a scattered arrangement and count them by visually scanning without touching them. Since the scattered arrangements are the most challenging for students, CCGPS.K.CC.5 calls for students to only count 10 objects in a scattered arrangement, and count up to 20 objects in a line, rectangular array, or circle. Out of these 3 representations, a line is the easiest type of arrangement to count.

CCGPS.K.CC.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.

This standard expects mastery of up to ten objects. Students can use matching strategies (Student 1), counting strategies or equal shares (Student 3) to determine whether one group is greater than, less than, or equal to the number of objects in another group (Student 2).

Student 1	Student 2	Student 3
I lined up one square and one triangle. Since there is one extra triangle, there are more triangles than squares. 	I counted the squares and I got 8. Then I counted the triangles and got 9. Since 9 is bigger than 8, there are more triangles than squares.	I put them in a pile. I then took away objects. Every time I took a square, I also took a triangle. When I had taken almost all of the shapes away, there was still a triangle left. That means there are more triangles than squares.

CCGPS.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

This standard calls for students to apply their understanding of numerals 1-10 to compare one from another. Thus, looking at the numerals 8 and 10, a student must be able to recognize that the numeral 10 represents a larger amount than the numeral 8. Students should begin this standard by having ample experiences with sets of objects (CCGPS.K.CC.3 and CCGPS.K.CC.6) before completing this standard with just numerals. Based on early childhood research, students should not be expected to be comfortable with this skill until the end of kindergarten.

OPERATIONS AND ALGEBRAIC THINKING (OA)

CLUSTER #1: UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.

All standards in this cluster should only include numbers through 10. Students will model simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

CCGPS.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

This standard asks students to demonstrate the understanding of how objects can be joined (addition) and separated (subtraction) by representing addition and subtraction situations in various ways. This objective is primarily focused on understanding the concept of addition and subtraction, rather than merely reading and solving addition and subtraction number sentences (equations).

CCGPS.K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

This standard asks students to solve problems presented in a story format (context) with a specific emphasis on using objects or drawings to determine the solution. This objective builds upon their understanding of addition and subtraction from K.OA.1, to solve problems. Once again, numbers should not exceed 10.

Teachers should be cognizant of the three types of problems. There are three types of addition and subtraction problems: Result Unknown, Change Unknown, and Start Unknown. These types of problems become increasingly difficult for students. Research has found that Result Unknown problems are easier than Change and Start Unknown problems. Kindergarten students should have experiences with all three types of problems. The level of difficulty can be decreased by using smaller numbers (up to 5) or increased by using larger numbers (up to 10). Please see Appendix, Table 1 for additional examples.

CCGPS.K.OA.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).

This standard asks students to understand that a set of (5) objects can be broken into two sets (3 and 2) and still be the same total amount (5). In addition, this objective asks students to realize that a set of objects (5) can be broken in multiple ways (3 and 2; 4 and 1). Thus, when breaking apart a set (decomposing), students develop the understanding that a smaller set of objects exists within that larger set (inclusion). This should be

developed in context before moving into how to represent decomposition with symbols (+, -, =).

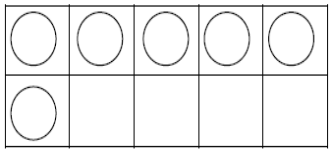
Example:
"Bobby Bear is missing 5 buttons on his jacket. How many ways can you use blue and red buttons to finish his jacket? Draw a picture of all your ideas. Students could draw pictures of:

- •4 blue and 1 red button
- •3 blue and 2 red buttons
- •2 blue and 3 red buttons
- •1 blue and 4 red buttons

After the students have had numerous experiences with decomposing sets of objects and recording with pictures and numbers, the teacher eventually makes connections between the drawings and symbols: 5=4+1, 5=3+2, 5=2+3, and 5=1+4.
The number sentence only comes after pictures or work with manipulatives, and students should never give the number sentence without a mathematical representation.

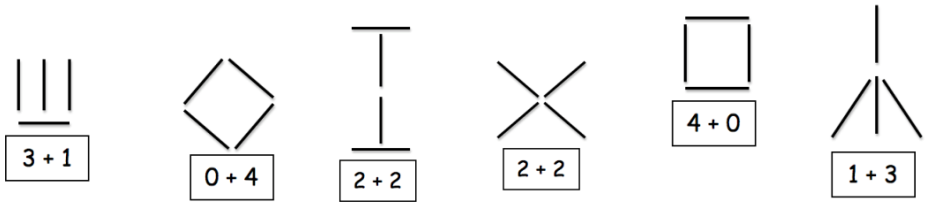
CCGPS.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

This standard builds upon the understanding that a number can be decomposed into parts (K.OA.3). Once students have had experiences breaking apart ten into various combinations, this asks students to find a missing part of 10.
Example:
"A full case of juice boxes has 10 boxes. There are only 6 boxes in this case. How many juice boxes are missing?

Student 1	**Student 2**	**Student 3**
Using a Ten-Frame I used 6 counters for the 6 boxes of juice still in the case. There are 4 blank spaces, so 4 boxes have been removed. This makes sense since 6 and 4 more equals 10. 	*Think Addition* I counted out 10 cubes because I knew there needed to be ten. I pushed these 6 over here because there were in the container. These are left over. So there's 4 missing.	*Basic Fact* I know that it's 4 because 6 and 4 is the same amount as 10.

CCGPS.K.OA.5 Fluently add and subtract within 5.

Students are fluent when they display accuracy (correct answer), efficiency (a reasonable amount of steps in about 3 seconds without resorting to counting), and flexibility (using strategies such as the distributive property). Students develop fluency by understanding and internalizing the relationships that exist between and among numbers. Oftentimes, when children think of each "fact" as an individual item that does not relate to any other "fact", they are attempting to memorize separate bits of information that can be easily forgotten. Instead, in order to fluently add and subtract, children must first be able to see sub-parts within a number (inclusion, K.CC.4.c). Once they have reached this milestone, children need repeated experiences with many different types of concrete materials (such as cubes, chips, and buttons) over an extended amount of time in order to recognize that there are only particular sub-parts for each number. Therefore, children will realize that if 3 and 2 is a combination of 5, then 3 and 2 cannot be a combination of 6. For example, after making various arrangements with toothpicks, students learn that only a certain number of sub-parts exist within the number 4:



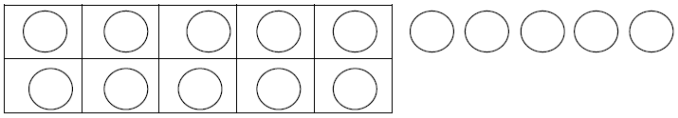
Then, after numerous opportunities to explore, represent and discuss "4", a student becomes able to fluently answer problems such as, "One bird was on the tree. Three more birds came. How many are on the tree now?" and "There was one bird on the tree. Some more came. There are now 4 birds on the tree. How many birds came?" Traditional flash cards or timed tests have not been proven as effective instructional strategies for developing fluency. Rather, numerous experiences with breaking apart actual sets of objects help children internalize parts of number.

NUMBERS AND OPERATIONS IN BASE TEN (NBT)

CLUSTER #1: WORK WITH NUMBERS 11–19 TO GAIN FOUNDATIONS FOR PLACE VALUE.

CCGPS.K.NBT.1 Compose and decompose 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.

This standard is the first time that students move beyond the number 10 with representations, such as objects (manipulatives) or drawings. The spirit of this standard is that students separate out a set of 11-19 objects into a group of ten objects with leftovers. This ability is a pre-cursor to later grades when they need to understand the complex concept that a group of 10 objects is also one ten (unitizing). Ample experiences with ten frames will help solidify this concept. Research states that students are not ready to unitize until the end of first grade. Therefore, this work in Kindergarten lays the foundation of composing tens and recognizing leftovers.



MEASUREMENT AND DATA (MD)

CLUSTER #1: DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.

CCGPS.K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

This standard calls for students to describe measurable attributes of objects, such as length, weight, and size. For example, a student may describe a shoe as "This shoe is heavy! It's also really long." This standard focuses on using descriptive words and does not mean that students should sort objects based on attributes. Sorting appears later in the Kindergarten standards.

CCGPS.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

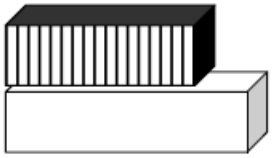
This standard asks for direct comparisons of objects. Direct comparisons are made when objects are put next to each other, such as two children, two books, two pencils. For example, a student may line up two blocks and say, "This block is a lot longer than this one." Students are not comparing objects that cannot be moved and lined up next to each other.

Through ample experiences with comparing different objects, children should recognize that objects should be matched up at the end of objects to get accurate measurements. Since this understanding requires conservation of length, a developmental milestone for young children, children need multiple experiences to move beyond the idea that …. "Sometimes this block is longer than this one and sometimes it's shorter (depending on how I lay them side by side) and that's okay." "This block is always longer than this block (with each end lined up appropriately)."

Before conservation of length: The striped block is longer than the plain block when they are lined up like this. But when I move the blocks around, sometimes the plain block is longer than the striped block.



After conservation of length: I have to line up the blocks to measure them. The plain block is always longer than the striped block.



CLUSTER #2: CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.

CCGPS.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

This standard asks students to identify similarities and differences between objects (e.g., size, color, shape) and use the identified attributes to sort a collection of objects. Once the objects are sorted, the student counts the amount in each set. Once each set is counted, then the student is asked to sort (or group) each of the sets by the amount in each set.

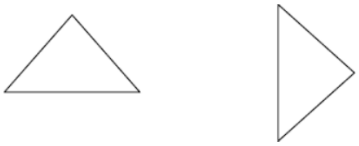
For example, when given a collection of buttons, the student separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3), purple (4). Finally, the student organizes the groups by the quantity in each group (Orange buttons (3), Green buttons next (4), Purple buttons with the green buttons because purple also had (4), Blue buttons last (5).

This objective helps to build a foundation for data collection in future grades. In later grades, students will transfer these skills to creating and analyzing various graphical representations.

GEOMETRY (G)

CLUSTER #1: IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).

This entire cluster asks students to understand that certain attributes define what a shape is called (number of sides, number of angles, etc.) and other attributes do not (color, size, orientation). Then, using geometric attributes, the student identifies and describes particular shapes listed above. Throughout the year, Kindergarten students move from informal language to describe what shapes look like (e.g., "That looks like an ice cream cone!") to more formal mathematical language (e.g., "That is a triangle. All of its sides are the same length").
In Kindergarten, students need ample experiences exploring various forms of the shapes (e.g., size: big and small; types: triangles, equilateral, isosceles, scalene; orientation: rotated slightly to the left, "upside down") using geometric vocabulary to describe the different shapes. In addition, students need numerous experiences comparing one shape to another, rather than focusing on one shape at a time. This type of experience solidifies the understanding of the various attributes and how those attributes are different- or similar- from one shape to another. Students in Kindergarten typically recognize figures by appearance alone, often by comparing them to a known example of a shape, such as the triangle on the left. For example, students in Kindergarten typically recognize that the figure on the left is a triangle, but claim that the figure on the right is not a triangle, since it does not have a flat bottom. The properties of a figure are not recognized or known. Students make decisions on identifying and describing shapes based on perception, not reasoning.



CCGPS.K.G.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*.

This standard expects students to use positional words (such as those italicized above) to describe objects in the environment. Kindergarten students need to focus first on location and position of two-and-three-dimensional objects in their classroom prior to describing location and position of two-and-three-dimensional representations on paper.

CCGPS.K.G.2 Correctly name shapes regardless of their orientations or overall size.

This standard addresses students' identification of shapes based on known examples. Students at this level do not yet recognize triangles that are turned upside down as triangles, since they don't "look like" triangles. Students need ample experiences looking at and manipulating shapes with various typical and atypical orientations. Through these experiences, students will begin to move beyond what a shape "looks like" to identifying particular geometric attributes that define a shape.

CCGPS.K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").

This standard asks students to identify flat objects (2 dimensional) and solid objects (3 dimensional). This standard can be taught by having students sort flat and solid objects, or by having students describe the appearance or thickness of shapes.

CLUSTER #2: ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.

CCGPS.K.G.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).

This standard asks students to note similarities and differences between and among 2-D and 3-D shapes using informal language. These experiences help young students begin to understand how 3-dimensional shapes are composed of 2-dimensional shapes (e.g.., the base and the top of a cylinder is a circle; a circle is formed when tracing a sphere).

CCGPS.K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

This standard asks students to apply their understanding of geometric attributes of shapes in order to create given shapes. For example, a student may roll a clump of play-dough into a sphere or use their finger to draw a triangle in the sand table, recalling various attributes in order to create that particular shape.

CCGPS.K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

This standard moves beyond identifying and classifying simple shapes to manipulating two or more shapes to create a new shape. This concept begins to develop as students first move, rotate, flip, and arrange puzzle pieces. Next, students use their experiences with puzzles to move given shapes to make a design (e.g., "Use the 7 tangram pieces to make a fox."). Finally, using these previous foundational experiences, students manipulate simple shapes to make a new shape.

ARC OF LESSON (OPENING, WORK SESSION, CLOSING)

"When classrooms are workshops-when learners are inquiring, investigating, and constructing-there is already a feeling of community. In workshops learners talk to one another, ask one another questions, collaborate, prove, and communicate their thinking to one another. The heart of math workshop is this: investigations and inquiries are ongoing, and teachers try to find situations and structure contexts that will enable children to mathematize their lives- that will move the community toward the horizon. Children have the opportunity to explore, to pursue inquiries, and to model and solve problems on their own creative ways. Searching for patterns, raising questions, and constructing one's own models, ideas, and strategies are the primary activities of math workshop. The classroom becomes a community of learners engaged in activity, discourse, and reflection." *Young Mathematicians at Work- Constructing Addition and Subtraction* by Catherine Twomey Fosnot and Maarten Dolk.

"Students must believe that the teacher does not have a predetermined method for solving the problem. If they suspect otherwise, there is no reason for them to take risks with their own ideas and methods." *Teaching Student-Centered Mathematics, K-3* by John Van de Walle and Lou Ann Lovin.

Opening: Set the stage
Get students mentally ready to work on the task
Clarify expectations for products or behavior
How?

- Begin with a simpler version of the task to be presented
- Solve problem strings related to the mathematical idea/s being investigated
- Leap headlong into the task and begin by brainstorming strategies for approaching the task
- Estimate the size of the solution and reason about the estimate

Make sure everyone understands the task before beginning. Have students restate the task in their own words. Every task should require more of the students than just the answer.

Work session: Give 'em a chance
Students- Grapple with the mathematics through sense-making, discussion, concretizing their mathematical ideas and the situation, record thinking in journals.
Teacher- Let go. Listen. Respect student thinking. Encourage testing of ideas. Ask questions to clarify or provoke thinking. Provide gentle hints. Observe, assess and repeat.

Closing: Best Learning Happens Here
Students- Share answers, justify thinking, clarify understanding, explain thinking, question each other, identify patterns and make generalizations, make additional connections to real world
Teacher- Listen attentively to all ideas, asks for explanations, offer comments such as, "Please tell me how you figured that out." "I wonder what would happen if you tried…"
Take away from lesson- anchor charts and journal reflections using number, pictures, and words
Read Van de Walle K-3, Chapter 1

CCGPS
1st Grade
Grade Level
Overview

Mathematics

First Grade

Grade Level Overview

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards
First Grade

Common Core Georgia Performance Standards: Curriculum Map						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Creating Routines Using Data	**Developing Base Ten Number Sense**	**Understanding Shapes and Fractions**	**Sorting, Comparing and Ordering**	**Operations and Algebraic Thinking**	**Understanding Place Value**	**Show What We Know**
MCC1.NBT.1 **MCC1.MD.4**	**MCC1.NBT.1** **MCC1.MD.4**	**MCC1.G.1** **MCC1.G.2** **MCC1.G.3** **MCC1.MD.4**	**MCC1.MD.1** **MCC1.MD.2** **MCC1.MD.3** **MCC1.MD.4**	**MCC1.OA.1** **MCC1.OA.2** **MCC1.OA.3** **MCC1.OA.4** **MCC1.OA.5** **MCC1.OA.6** **MCC1.OA.7** **MCC1.OA.8** **MCC1.MD.4**	**MCC1.NBT.2** **MCC1.NBT.3** **MCC1.NBT.4** **MCC1.NBT.5** **MCC1.NBT.6** **MCC1.MD.4**	**ALL**
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain. **However, the progressionof the units are at the discretion of school districts.**						

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking.

CONTENT STANDARDS

OPERATIONS AND ALGEBRAIC THINKING (OA)

CLUSTER #1: REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Prior to first grade students should recognize that any given group of objects (up to 10) can be separated into sub groups in multiple ways and remain equivalent in amount to the original group (Ex: A set of 6 cubes can be separated into a set of 2 cubes and a set of 4 cubes and remain 6 total cubes).

CCGPS.1.OA.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.

This standard builds on the work in Kindergarten by having students use a variety of mathematical representations (e.g., objects, drawings, and equations) during their work.
The unknown symbols should include boxes or pictures, and not letters.
Teachers should be cognizant of the three types of problems. There are three types of addition and subtraction problems: Result Unknown, Change Unknown, and Start Unknown.
Use informal language (and, minus/subtract, the same as) to describe joining situations (putting together) and separating situations (breaking apart).
Use the addition symbol (+) to represent joining situations, the subtraction symbol (-) to represent separating situations, and the equal sign (=) to represent a relationship regarding quantity between one side of the equation and the other.
A helpful strategy is for students to recognize sets of objects in common patterned arrangements (0-6) to tell how many without counting (subitizing).

Here are some Addition Examples:

Result Unknown	Change Unknown	Start Unknown
There are 9 students on the playground. Then 8 more students showed up. How many students are there now? *(9 + 8 = ____)*	There are 9 students on the playground. Some more students show up. There are now 17 students. How many students came? *(9 + ____ = 17)*	There are some students on the playground. Then 8 more students came. There are now 17 students. How many students were on the playground at the beginning? *(____ + 8 = 17)*

CCGPS.1.OA.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.

This standard asks students to add (join) three numbers whose sum is less than or equal to 20, using a variety of mathematical representations.

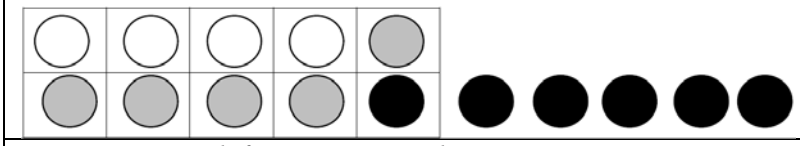
This objective does address multi-step word problems.

Example:

There are cookies on the plate. There are 4 oatmeal raisin cookies, 5 chocolate chip cookies, and 6 gingerbread cookies. How many cookies are there total?

Student 1: *Adding with a Ten Frame and Counters*

I put 4 counters on the Ten Frame for the oatmeal raisin cookies. Then I put 5 different color counters on the ten-frame for the chocolate chip cookies. Then I put another 6 color counters out for the gingerbread cookies. Only one of the gingerbread cookies fit, so I had 5 leftover. One ten and five leftover makes 15 cookies.

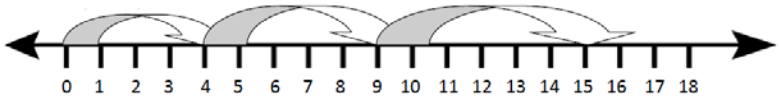


Student 2: *Look for Ways to Make 10*

I know that 4 and 6 equal 10, so the oatmeal raisin and gingerbread equals 10 cookies. Then I add the 5 chocolate chip cookies and get 15 total cookies.

Student 3: *Number Line*

I counted on the number line. First I counted 4, and then I counted 5 more and landed on 9. Then I counted 6 more and landed on 15. So there were 15 total cookies.



CLUSTER #2: UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION.

Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

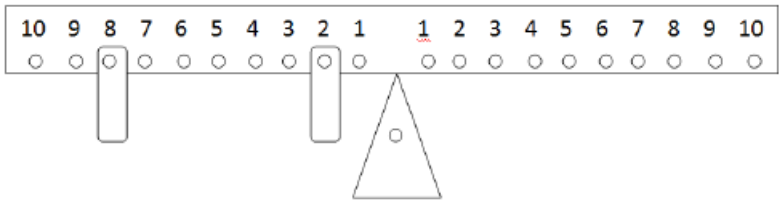
CCGPS.1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

This standard calls for students to apply properties of operations as strategies to add and subtract. Students do not need to use formal terms for these properties. Students should

use mathematical tools, such as cubes and counters, and representations such as the number line and a 100 chart to model these ideas.
Example:
Student can build a tower of 8 green cubes and 3 yellow cubes and another tower of 3 yellow and 8 green cubes to show that order does not change the result in the operation of addition. Students can also use cubes of 3 different colors to "prove" that (2 + 6) + 4 is equivalent to 2 + (6 + 4) and then to prove 2 + 6 + 4 = 2 + 10.

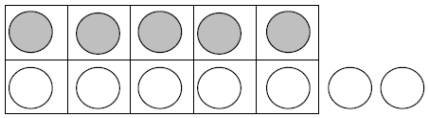
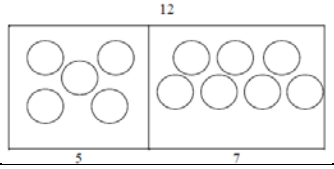
Commutative Property of Addition	Associative Property of Addition
Order does not matter when you add numbers. For example, if 8 + 2 = 10 is known, then 2 + 8 = 10 is also known.	When adding a string of numbers you can add any two numbers first. For example, when adding 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12

Student Example: *Using a Number Balance to Investigate the Commutative Property*
If I put a weight on 8 *first* and *then* 2, I think that will balance if I put a weight on 2 *first* this time and *then* on 8.

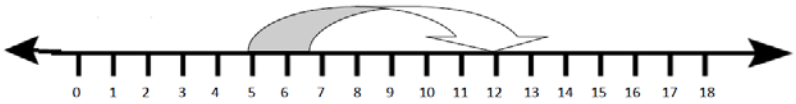


CCGPS.1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*

This standard asks for students to use subtraction in the context of unknown addend problems. Example: 12 – 5 = __ could be expressed as 5 + __ = 12. Students should use cubes and counters, and representations such as the number line and the100 chart, to model and solve problems involving the inverse relationship between addition and subtraction.

Student 1	Student 2
I used a ten-frame. I started with 5 counters. I knew that I had to have 12, which is one full ten frame and two leftovers. I needed 7 counters, so 12 – 5 = 7. 	I used a part-part-whole diagram. I put 5 counters on one side. I wrote 12 above the diagram. I put counters into the other side until there were 12 in all. I know I put 7 counters on the other side, so 12 – 5 = 7. 

Student 3: *Draw a Number Line*
I started at 5 and counted up until I reached 12. I counted 7 numbers, so I know that 12 – 5 = 7.



CLUSTER #3: ADD AND SUBTRACT WITHIN 20.

CCGPS.1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

This standard asks for students to make a connection between counting and adding and subtraction. Students use various counting strategies, including counting all, counting on, and counting back with numbers up to 20. This standard calls for students to move beyond counting all and become comfortable at counting on and counting back. The counting all strategy requires students to count an entire set. The counting and counting back strategies occur when students are able to hold the ―start number‖ in their head and count on from that number.

Example: 5 + 2 = ___

Student 1: *Counting All*
5 + 2 = ___. The student counts five counters. The student adds two more. The student counts 1, 2, 3, 4, 5, 6, 7 to get the answer.

Student 2: *Counting On*
5 + 2 = ___. Student counts five counters. The student adds the first counter and says 6, then adds another counter and says 7. The student knows the answer is 7, since they counted on 2.

Example: 12 – 3 = ___

Student 1: *Counting All*
12 – 3 = ___. The student counts twelve counters. The student removes 3 of them. The student counts 1, 2, 3, 4, 5, 6, 7, 8, 9 to get the answer.

Student 2: *Counting Back*
12 – 3 = ___. The student counts twelve counters. The student removes a counter and says 11, removes another counter and says 10, and removes a third counter and says 9. The student knows the answer is 9, since they counted back 3.

CCGPS.1.OA.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 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).

This standard mentions the word fluency when students are adding and subtracting numbers within 10. Fluency means accuracy (correct answer), efficiency (within 4-5 seconds), and flexibility (using strategies such as making 5 or making 10).

The standard also calls for students to use a variety of strategies when adding and subtracting numbers within 20. Students should have ample experiences modeling these

operations before working on fluency. Teacher could differentiate using smaller numbers.
It is importance to move beyond the strategy of counting on, which is considered a less important skill than the ones here in 1.OA.6. Many times teachers think that counting on is all a child needs, when it is really not much better skill than counting all and can becomes a hindrance when working with larger numbers.

Example: 8 + 7 = ___

Student 1: *Making 10 and Decomposing a Number*	Student 2: *Creating an Easier Problem with Known Sums*
I know that 8 plus 2 is 10, so I decomposed (broke) the 7 up into a 2 and a 5. First I added 8 and 2 to get 10, and then added the 5 to get 15. 8 + 7 = (8 + 2) + 5 = 10 + 5 = 15	I know 8 is 7 + 1. I also know that 7 and 7 equal 14 and then I added 1 more to get 15. 8 + 7 = (7 + 7) + 1 = 15

Example: 14 – 6 = ___

Student 1: *Decomposing the Number You Subtract*	Student 2: *Relationship between Addition and Subtraction*
I know that 14 minus 4 is 10 so I broke the 6 up into a 4 and a 2. 14 minus 4 is 10. Then I take away 2 more to get 8. 14 – 6 = (14 – 4) – 2 = 10 – 2 = 8	6 + □ is 14. I know that 6 plus 8 is 14, so that means that 14 minus 6 is 8. 6 + 8 = 14 so 14 – 6 = 8

Algebraic ideas underlie what students are doing when they create equivalent expressions in order to solve a problem or when they use addition combinations they know to solve more difficult problems. Students begin to consider the relationship between the parts. For example, students notice that the whole remains the same, as one part increases the other part decreases. 5 + 2 = 4 + 3

CLUSTER #4: WORK WITH ADDITION AND SUBTRACTION EQUATIONS.

CCGPS.1.OA.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.

This standard calls for students to work with the concept of equality by identifying whether equations are true or false. Therefore, students need to understand that the equal sign does not mean ―answer comes next‖, but rather that the equal sign signifies a relationship between the left and right side of the equation.
The number sentence 4 + 5 = 9 can be read as, ―Four plus five is the same amount as nine.‖ In addition, Students should be exposed to various representations of equations, such as: an operation on the left side of the equal sign and the answer on the right side (5 + 8 = 13) an operation on the right side of the equal sign and the answer on the left side (13 = 5 + 8) numbers on both sides of the equal sign (6 = 6) operations on both sides of

the equal sign (5 + 2 = 4 + 3). Students need many opportunities to model equations using cubes, counters, drawings, etc.

CCGPS.1.OA.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 = .***

This standard extends the work that students do in 1.OA.4 by relating addition and subtraction as related operations for situations with an unknown. This standard builds upon the ―think addition‖ for subtraction problems as explained by Student 2 in CCGPS.1.OA.6.

Student 1 5 = ___ – 3 I know that 5 plus 3 is 8. So 8 minus 3 is 5.

NUMBERS AND OPERATIONS IN BASE TEN (NBT)

CLUSTER #1: EXTEND THE COUNTING SEQUENCE.

CCGPS.1.NBT.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.

This standard calls for students to rote count forward to 120 by Counting On from any number less than 120. Students should have ample experiences with the hundreds chart to see patterns between numbers, such as all of the numbers in a column on the hundreds chart have the same digit in the ones place, and all of the numbers in a row have the same digit in the tens place.

This standard also calls for students to read, write and represent a number of objects with a written numeral (number form or standard form). These representations can include cubes, place value (base 10) blocks, pictorial representations or other concrete materials. As students are developing accurate counting strategies they are also building an understanding of how the numbers in the counting sequence are related—each number is one more (or one less) than the number before (or after).

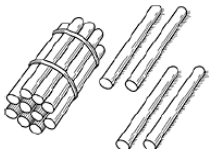
CLUSTER#2: UNDERSTAND PLACE VALUE.

Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

CCGPS.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones – called a "ten."

This standard asks students to unitize a group of ten ones as a whole unit: a ten. This is the foundation of the place value system. So, rather than seeing a group of ten cubes as ten individual cubes, the student is now asked to see those ten cubes as a bundle – one bundle of ten.



b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

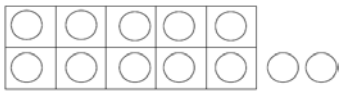
This standard asks students to extend their work from Kindergarten when they composed and decomposed numbers from 11 to 19 into ten ones and some further ones. In Kindergarten, everything was thought of as individual units: ―ones‖. In First Grade, students are asked to unitize those ten individual ones as a whole unit: ―*one* ten‖. Students in first grade explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones. Ample experiences with ten frames will help develop this concept.

Example:

For the number 12, do you have enough to make a ten? Would you have any leftover? If so, how many leftovers would you have?

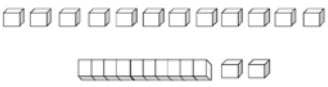
Student 1:

I filled a ten-frame to make one ten and had two counters left over. I had enough to make a ten with some left over. The number 12 has 1 ten and 2 ones.



Student 2:

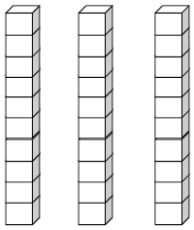
I counted out 12 place value cubes. I had enough to trade 10 cubes for a ten-rod (stick). I now have 1 ten-rod and 2 cubes left over. So the number 12 has 1 ten and 2 ones.



c. 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).

This standard builds on the work of CCGPS.1.NBT.2b. Students should explore the idea that decade numbers (e.g., 10, 20, 30, 40) are groups of tens with no left over ones. Students can represent this with cubes or place value (base 10) rods. (Most first grade

students view the ten stick (numeration rod) as ONE. It is recommended to make a ten with unfix cubes or other materials that students can group. Provide students with opportunities to count books, cubes, pennies, etc. Counting 30 or more objects supports grouping to keep track of the number of objects.)



CCGPS.1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

This standard builds on the work of CCGPS.1.NBT.1 and CCGPS.1.NBT.2 by having students compare two numbers by examining the amount of tens and ones in each number. Students are introduced to the symbols greater than (>), less than (<) and equal to (=). Students should have ample experiences communicating their comparisons using words, models and in context before using only symbols in this standard.

Example: 42 ___ 45

Student 1:	**Student 2:**
42 has 4 tens and 2 ones. 45 has 4 tens and 5 ones. They have the same number of tens, but 45 has more ones than 42. So 45 is greater than 42. So, 42 < 45.	42 is less than 45. I know this because when I count up I say 42 before I say 45. So, 42 < 45.

CLUSTER #4: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT.

CCGPS.1.NBT.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 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.

This standard calls for students to use concrete models, drawings and place value strategies to add and subtract within 100. Students should not be exposed to the standard algorithm of carrying or borrowing in first grade.

Example:

There are 37 children on the playground. When a class of 23 students come to the playground, how many students are on the playground altogether?

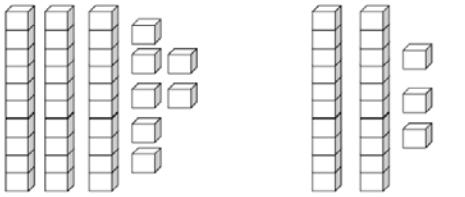
Student 1

I used a hundreds chart. I started at 37 and moved over 3 to land on 40. Then to add 20 I moved down 2 rows and landed on 60. So there are 60 people on the playground.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

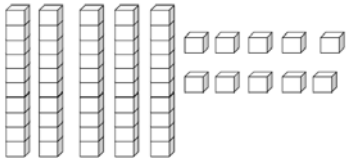
Student 2

I used place value blocks and made a pile of 37 and a pile of 23. I joined the tens and got 50. I then joined the ones and got 10. I then combined those piles and got 60. So there are 60 people on the playground. Relate models to symbolic notation.



Student 3

I broke 37 and 23 into tens and ones. I added the tens and got 50. I added the ones and got 10. I know that 50 and 10 more is 60. So, there are 60 people on the playground. Relate models to symbolic notation.

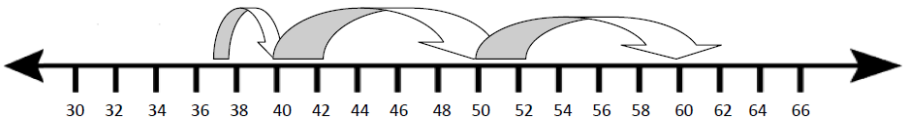


Student 4

Using mental math, I started at 37 and counted on 3 to get 40. Then I added 20 which is 2 tens, to land on 60. So, there are 60 people on the playground.

Student 5

I used the number line. I started at 37. Then I broke up 23 into 20 and 3 in my head. Next, I added 3 ones to get to 40. I then jumped 10 to get to 50 and 10 more to get to 60. So there are 60 people on the playground.



CCGPS.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

This standard builds on students' work with tens and ones by mentally adding ten more and ten less than any number less than 100. Ample experiences with ten frames and the hundreds chart help students use the patterns found in the tens place to solve such problems.

Example:

There are 74 birds in the park. 10 birds fly away. How many are left?

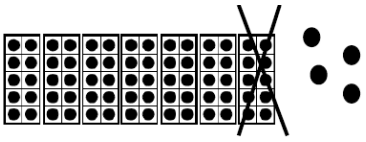
Student 1

I used a 100s board. I started at 74. Then, because 10 birds flew away, I moved back one row. I landed on 64. So, there are 64 birds left in the park.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Student 2

I pictured 7 ten-frames and 4 left over in my head. Since 10 birds flew away, I took one of the ten-frames away. That left 6 ten-frames and 4 left over. So, there are 64 birds left in the park.



CCGPS.1.NBT.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.

This standard calls for students to use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50).

Example:

There are 60 students in the gym. 30 students leave. How many students are still in the gym?

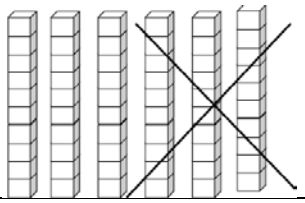
Student 1

I used a 100s chart and started at 60. I moved up 3 rows to land on 30. There are 30 students left.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Student 2

I used place value blocks or unifix cubes to build towers of 10. I started with 6 towers of 10 and removed 3 towers. I had 3 towers left. 3 towers have a value of 30. So there are 30 students left.

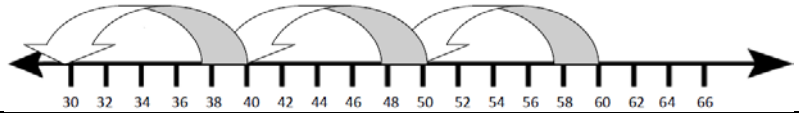


Student 3

Using mental math, I solved this subtraction problem. I know that 30 plus 30 is 60, so 60 minus 30 equals 30. There are 30 students left..

Student 4

I used a number line. I started with 60 and moved back 3 jumps of 10 and landed on 30. There are 30 students left.



MEASUREMENT AND DATA (MD)

CCGPS CLUSTER #1: MEASURE LENGTHS INDIRECTLY AND BY ITERATING LENGTH UNITS.

Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.1

1Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

CCGPS.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

This standard calls for students to indirectly measure objects by comparing the length of two objects by using a third object as a measuring tool. This concept is referred to as transitivity.

Example: Which is longer: the height of the bookshelf or the height of a desk?

Student 1:	**Student 2:**
I used inch cubes to measure the height of the bookshelf and it was 36 cubes long. I used the same pencil to measure the height of the desk and the desk was 24 inch cubes long. Therefore, the bookshelf is taller than the desk.	I used a 1 foot piece of string to measure the bookshelf and it was 3 strings long. I used the same string to measure the height of the desk and it was 2 strings long. Therefore, the bookshelf is taller than the desk.

It is beneficial to use informal units for beginning measurement activities at all grade levels because they allow students to focus on the attributes being measured. The units need to correspond to standard units of measurement and this relationship should always be expressed by the teacher.

CCGPS.1.MD.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 with no gaps or overlaps.*

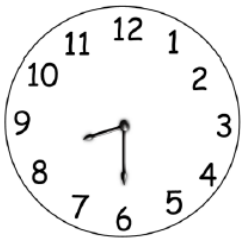
This standard asks students to use multiple copies of one object to measure a larger object. This concept is referred to as iteration. Through numerous experiences and careful questioning by the teacher, students will recognize the importance of making sure that there are not any gaps or overlaps in order to get an accurate measurement. This concept is a foundational building block for the concept of area in 3rd Grade.

Example:

How long is the paper in terms of 1 inch paper clips?



CCGPS CLUSTER #2: TELL AND WRITE TIME.



CCGPS.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

This standard calls for students to read both analog and digital clocks and then orally tell and write the time. Times should be limited to the hour and the half-hour. Students need experiences exploring the idea that when the time is at the half-hour the hour hand is between numbers and not on a number. Further, the hour is the number before where the hour hand is. For example, in the clock at the right, the time is 8:30. The hour hand is between the 8 and 9, but the hour is 8 since it is not yet on the 9.

CCGPS CLUSTER #3: REPRESENT AND INTERPRET DATA.

CCGPS.1.MD.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.

This standard calls for students to work with categorical data by organizing, representing and interpreting data. Students should have experiences posing a question with 3 possible responses and then work with the data that they collect. For example: Students pose a question and the 3 possible responses: *Which is your favorite flavor of ice cream? Chocolate, vanilla or strawberry?* Students collect their data by using tallies or another way of keeping track. Students organize their data by totaling each category in a chart or table. Picture and bar graphs are introduced in 2nd Grade.

What is your favorite flavor of ice cream?	
Chocolate	12
Vanilla	5
Strawberry	6

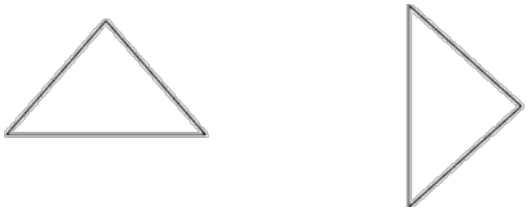
Students interpret the data by comparing categories.
Examples of comparisons:

- What does the data tell us? Does it answer our question?
- More people like chocolate than the other two flavors.
- Only 5 people liked vanilla.
- Six people liked Strawberry.
- 7 more people liked Chocolate than Vanilla.
- The number of people that liked Vanilla was 1 less than the number of people who liked Strawberry.
- The number of people who liked either Vanilla or Strawberry was 1 less than the number of people who liked chocolate.
- 23 people answered this question.

GEOMETRY (G)

CLUSTER #1: IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).

This entire cluster asks students to understand that certain attributes define what a shape is called (number of sides, number of angles, etc.) and other attributes do not (color, size, orientation). Then, using geometric attributes, the student identifies and describes particular shapes listed above. Throughout the year, Kindergarten students move from informal language to describe what shapes look like (e.g., "That looks like an ice cream cone!") to more formal mathematical language (e.g., "That is a triangle. All of its sides are the same length."). In Kindergarten, students need ample experiences exploring various forms of the shapes (e.g., size: big and small; types: triangles, equilateral, isosceles, scalene; orientation: rotated slightly to the left, "upside down") using geometric vocabulary to describe the different shapes. In addition, students need numerous experiences comparing one shape to another, rather than focusing on one shape at a time. This type of experience solidifies the understanding of the various attributes and how those attributes are different- or similar- from one shape to another. Students in Kindergarten typically recognize figures by appearance alone, often by comparing them to a known example of a shape, such as the triangle on the left. For example, students in Kindergarten typically recognize that the figure on the left as a triangle, but claim that the figure on the right is not a triangle, since it does not have a flat bottom. The properties of a figure are not recognized or known. Students make decisions on identifying and describing shapes based on perception, not reasoning.



CCGPS.K.G.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*.

This standard expects students to use positional words (such as those italicized above) to describe objects in the environment. Kindergarten students need to focus first on location and position of two-and-three-dimensional objects in their classroom prior to describing location and position of two-and-three-dimension representations on paper.

CCGPS CLUSTER #2: REASON WITH SHAPES AND THEIR ATTRIBUTES.

Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

CCGPS.1.G.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.

This standard calls for students to determine which attributes of shapes are defining compared to those that are non-defining. Defining attributes are attributes that must always be present. Non-defining attributes are attributes that do not always have to be present. The shapes can include triangles, squares, rectangles, and trapezoids.
Asks students to determine which attributes of shapes are defining compared to those that are non-defining. Defining attributes are attributes that help to define a particular shape (#angles, # sides, length of sides, etc.). Non-defining attributes are attributes that do not define a particular shape (color, position, location, etc.). The shapes can include triangles, squares, rectangles, and trapezoids. CCGPS.1.G.2 includes half-circles and quarter-circles.
Example:
All triangles must be closed figures and have 3 sides. These are defining attributes. Triangles can be different colors, sizes and be turned in different directions, so these are non-defining.

Which figure is a triangle? How do you know this is a tri angle?



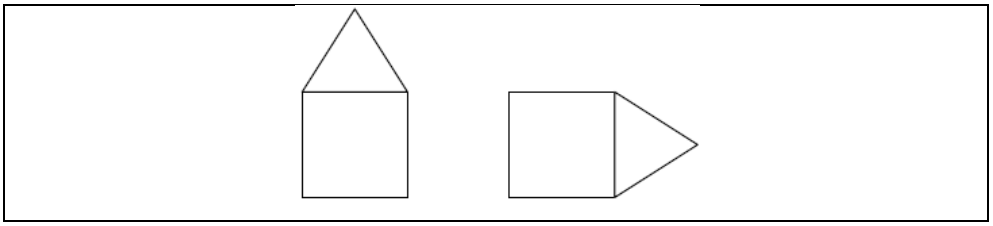
Student 1

The figure on the left is a triangle. It has three sides. It is also closed.

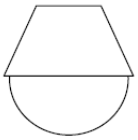
CCGPS.1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

This standard calls for students to compose (build) a two-dimensional or three-dimensional shape from two shapes. This standard includes shape puzzles in which students use objects (e.g., pattern blocks) to fill a larger region. Students do not need to use the formal names such as ―right rectangular prism.‖
Example:

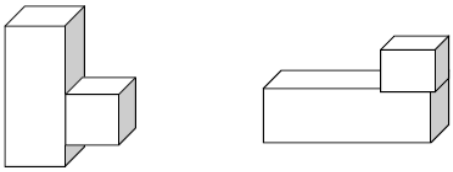
Show the different shapes that you can make by joining a triangle with a square.



Show the different shapes that you can make by joining trapezoid with a half-circle.



Show the different shapes that you can make with a cube and a rectangular prism.



CCGPS.1.G.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.

This standard is the first time students begin partitioning regions into equal shares using a context such as cookies, pies, pizza, etc. This is a foundational building block of fractions, which will be extended in future grades. Students should have ample experiences using the words, *halves, fourths,* and *quarters*, and the phrases *half of, fourth of,* and *quarter of.* Students should also work with the idea of the whole, which is composed of two halves, or four fourths or four quarters.

Example:

How can you and a friend share equally (partition) this piece of paper so that you both have the same amount of paper to paint a picture?



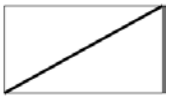
Student 1:

I would split the paper right down the middle. That gives us 2 halves. I have half of the paper and my friend has the other half of the paper.



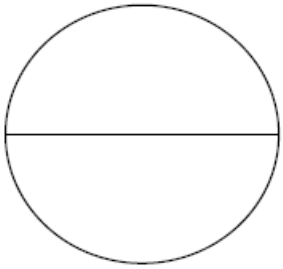
Student 2:

I would split it from corner to corner (diagonally). She gets half the paper. See, if we cut here (along the line), the parts are the same size.



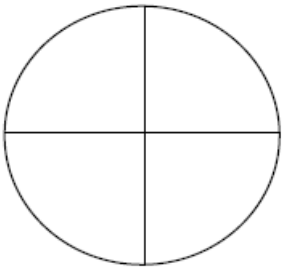
Example:

Teacher: There is pizza for dinner. What do you notice about the slices on the pizza?



Student: There are two slices on the pizza. Each slice is the same size. Those are big slices!

Teacher: If we cut the same pizza into four slices (fourths), do you think the slices would be the same size, larger, or smaller as the slices on this pizza?



Student: When you cut the pizza into fourths, the slices are smaller than the other pizza. More slices mean that the slices get smaller and smaller. I want a slice of that first pizza!

CCGPS
2nd Grade
Grade Level
Overview

Mathematics

Second Grade

Grade Level
Overview

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards
Second Grade

Common Core Georgia Performance Standards: Curriculum Map						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Extending Base Ten Understanding	**Becoming Fluent with Addition and Subtraction**	**Understanding Measurement, Length, and Time**	**Applying Base Ten Understanding**	**Understanding Plane and Solid Figures**	**Developing Multiplication**	**Show What We Know**
MCC2.NBT.1 **MCC2.NBT.2** **MCC2.NBT.3** **MCC2.NBT.4** **MCC2.MD.10**	**MCC2.OA.1** **MCC2.OA.2** **MCC2.NBT.5** **MCC2.MD.8** **MCC2.MD.10**	**MCC2.MD.1** **MCC2.MD.2** **MCC2.MD.3** **MCC2.MD.4** **MCC2.MD.5** **MCC2.MD.6** **MCC2.MD.7** **MCC2.MD.9** **MCC2.MD.10**	**MCC2.NBT.6** **MCC2.NBT.7** **MCC2.NBT.8** **MCC2.NBT.9** **MCC2.MD.8** **MCC2.MD.10**	**MCC2.G.1** **MCC2.G.2** **MCC2.G.3** **MCC2.MD.10**	**MCC2.OA.3** **MCC2.OA.4** **MCC2.MD.10**	**ALL**
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.						

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking.

CONTENT STANDARDS

OPERATIONS AND ALGEBRAIC THINKING (OA)

CLUSTER #1: REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

MCC2.OA.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.

This standard calls for students to add and subtract numbers within 100 in the context of one and two step word problems. Students should have ample experiences working on various types of problems that have unknowns in all positions, including:

Addition Examples:

Result Unknown	Change Unknown	Start Unknown
There are 29 students on the playground. Then 18 more students showed up. How many students are there now? *(29 + 18 = ___)*	There are 29 students on the playground. Some more students show up. There are now 47 students. How many students came? *(29 + ___ = 47)*	There are some students on the playground. Then 18 more students came. There are now 47 students. How many students were on the playground at the beginning? *(___ + 18 = 47)*

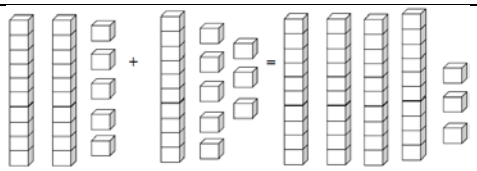
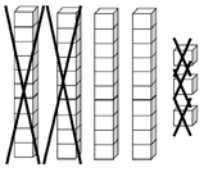
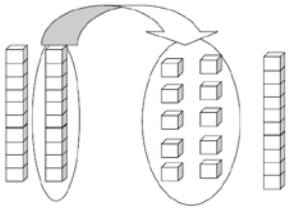
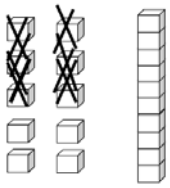
See Table 1 at the end of this document for more addition examples as well as subtraction examples.

This standard also calls for students to solve one- and two-step problems using drawings, objects and equations. Students can use place value blocks or hundreds charts, or create drawings of place value blocks or number lines to support their work. Examples of one-step problems with unknowns in different places are provided in Table 1. Two step-problems include situations where students have to add and subtract within the same problem.

Example:

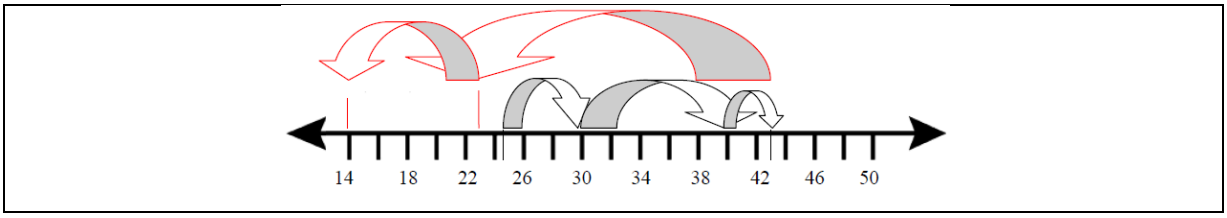
> In the morning there are 25 students in the cafeteria. 18 more students come in. After a few minutes, some students leave. If there are 14 students still in the cafeteria, how many students left the cafeteria? Write an equation for your problem.

Student 1

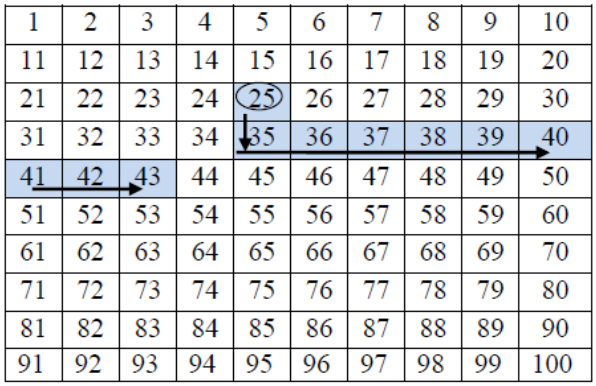
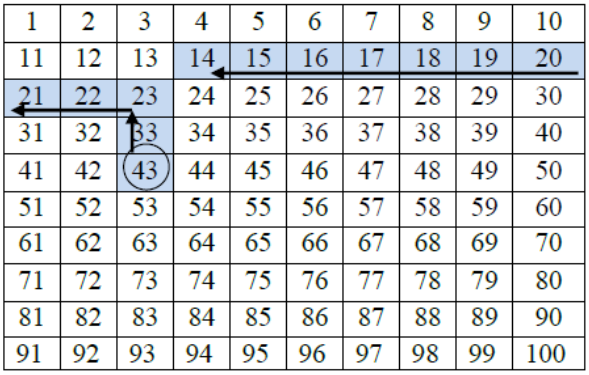
Step 1	I used place value blocks and made a group of 25 and a group of 18. When I counted them I had 3 tens and 13 ones which is 43.	
Step 2	I then wanted to remove blocks until there were only 14 left. I removed blocks until there were 20 left.	
Step 3	Since I have two tens I need to trade a ten for 10 ones.	
Step 4	After I traded it, I removed blocks until there were only 14 remaining.	
Step 5	My answer was the number of blocks that I removed. I removed 2 tens and 9 ones. That's 29. My equation is 25 + 18 – ___ = 14.	

Student 2

I used a number line. I started at 25 and needed to move up 18 spots so I started by moving up 5 spots to 30, and then 10 spots to 40, and then 3 more spots to 43. Then I had to move backwards until I got to 14 so I started by first moving back 20 spots until I got to 23. Then I moved to 14 which were an additional 9 places. I moved back a total of 29 spots. Therefore there were a total of 29 students left in the cafeteria. My equation is 25 + 18 – ___ = 14.



Student 3

Step 1	I used a hundreds board. I started at 25. I moved down one row which is 10 more, then moved to the right 8 spots and landed on 43. This represented the 18 more students coming into the cafeteria.	
Step 2	Now starting at 43, I know I have to get to the number 14 which represents the number of students left in the cafeteria so I moved up 2 rows to 23 which is 20 less. Then I moved to the left until I land on 14, which is 9 spaces. I moved back a total of 29 spots. That means 29 students left the cafeteria.	
Step 3	My equation to represent this situation is 25 + 18 – ___ = 14.	

CLUSTER #2: ADD AND SUBTRACT WITHIN 20.

<u>MCC2.OA.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.</u>

This standard mentions the word *fluently* when students are adding and subtracting numbers within 20. Fluency means accuracy (correct answer), efficiency (within 4-5 seconds), and flexibility (using strategies such as making 10 or breaking apart numbers). Research indicates that teachers' can best

support students' memorization of sums and differences through varied experiences making 10, breaking numbers apart and working on mental strategies, rather than repetitive timed tests.

Example: 9 + 5 = ___

Student 1: ***Counting On***

I started at 9 and then counted 5 more. I landed at 14.

Student 2: ***Decomposing a Number Leading to a Ten***

I know that 9 and 1 is 10, so I broke 5 into 1 and 4. 9 plus 1 is 10. Then I have to add 4 more, which gets me to 14.

Example: 13 – 9 = ___

Student 1: ***Using the Relationship between Addition and Subtraction***

I know that 9 plus 4 equals 13. So 13 minus 9 equals 4.

Student 2: ***Creating an Easier Problem***

I added 1 to each of the numbers to make the problem 14 minus 10. I know the answer is 4. So 13 minus 9 is also 4.

CLUSTER #3: WORK WITH EQUAL GROUPS OF OBJECTS TO GAIN FOUNDATIONS FOR MULTIPLICATION.

MCC2.OA.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.

This standard calls for students to apply their work with doubles addition facts to the concept of odd or even numbers. Students should have ample experiences exploring the concept that if a number can be decomposed (broken apart) into two equal addends (e.g., 10 = 5 +5), then that number (10 in this case) is an even number. Students should explore this concept with concrete objects (e.g., counters, place value cubes, etc.) before moving towards pictorial representations such as circles or arrays.

Example: Is 8 an even number? Prove your answer.

Student 1

I grabbed 8 counters. I paired counters up into groups of 2. Since I didn't have any counters left over, I know that 8 is an even number.

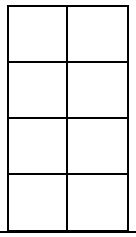
Student 2

I grabbed 8 counters. I put them into 2 equal groups. There were 4 counters in each group, so 8 is an even number.

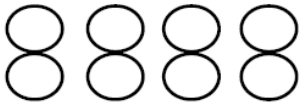
Student 3

Student 4

I drew 8 boxes in a rectangle that had two columns. Since every box on the left matches a box on the right, I know 8 is even.



I drew 8 circles. I matched one on the left with one on the right. Since they all match up, I know that 8 is an even number.

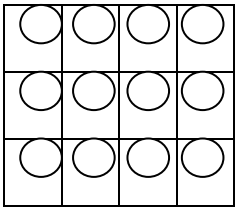


Student 5 I know that 4 plus 4 equals 8. So 8 is an even number.

Find the total number of objects below.

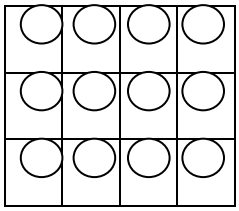
Student 1

I see 3 counters in each column and there are 4 columns. So I added: 3 + 3 + 3+ 3. That equals 12.



Student 2

I see 4 counters in each row and there are 3 rows. So I added 4 + 4 + 4. That equals 12.



NUMBER AND OPERATIONS IN BASE TEN (NBT)

CLUSTER #1: UNDERSTAND PLACE VALUE.

Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

MCC2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

This standard calls for students to work on decomposing numbers by place. Students should have ample experiences with concrete materials and pictorial representations examining that numbers all numbers between 100 and 999 can be decomposed into hundreds, tens, and ones.

Interpret the value of a digit (1-9 and 0) in a multi-digit numeral by its position within the number with models, words and numerals.

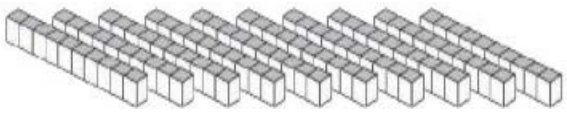
Use 10 as a benchmark number to compose and decompose when adding and subtracting whole numbers.

a. 100 can be thought of as a bundle of ten tens — called a "hundred."

MCC2.NBT.1a calls for students to extend their work from 1st Grade by exploring a hundred as a unit (or bundle) of ten tens.

b. 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).

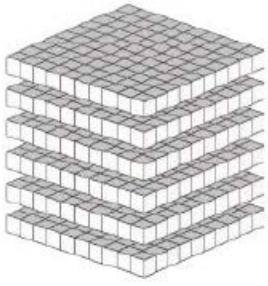
MCC2.NBT.1b builds on the work of MCC2.NBT.1a. Students should explore the idea that numbers such as 100, 200, 300, etc., are groups of hundreds that have no tens or ones. Students can represent this with place value (base 10) blocks.



is the same as



6 hundreds are the same as 600



MCC2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
This standard calls for students to count within 1,000. This means that students are expected to ―count on‖ from any number and say the next few numbers that come afterwards.

Understand that counting by 2s, 5s and 10s is counting groups of items by that amount.

Example:
What are the next 3 numbers after 498? 499, 500, 501.
When you count back from 201, what are the first 3 numbers that you say? 200, 199, 198.
This standard also introduces skip counting by 5s and 100s. Students are introduced to skip counting by 10s in First Grade. Students should explore the patterns of numbers when they skip count. When students skip count by 5s, the ones digit alternates between 5 and 0. When students skip count by 100s, the hundreds digit is the only digit that changes, and it increases by one number.

MCC2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
This standard calls for students to read, write and represent a number of objects with a written numeral (number form or standard form). These representations can include place value (base 10) blocks, pictorial representations or other concrete materials. Please be cognizant that when reading and writing whole numbers, the word "and" should not be used.

Example:
235 is written as two hundred thirty-five.

MCC2.NBT.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.

This standard builds on the work of MCC2.NBT.1 and MCC2.NBT.3 by having students compare two numbers by examining the amount of hundreds, tens and ones in each number. Students are introduced to the symbols greater than (>), less than (<) and equal to (=) in First Grade, and use them in Second Grade with numbers within 1,000. Students should have ample experiences communicating their comparisons in words before using only symbols in this standard.
Example: 452 __ 455

Student 1	**Student 2**
452 has 4 hundreds, 5 tens, and 2 ones. 455 has 4 hundreds, 5 tens, and 5 ones. They have the same number of hundreds and the same number of tens, but 455 has 5 ones and 452 only has 2 ones. 452 is less than 455. 452 < 455.	452 is less than 455. I know this because when I count up I say 452 before I say 455. 452 < 455.

CLUSTER #2: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT.

Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

MCC2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

This standard mentions the word fluently when students are adding and subtracting numbers within 100. Fluency means accuracy (correct answer), efficiency (basic facts computed within 4-5 seconds), and flexibility (using strategies such as making 10 or breaking numbers apart).

This standard calls for students to use pictorial representations or strategies to find the solution. Students who are struggling may benefit from further work with concrete objects (e.g., place value blocks).

Example: 67 + 25 = __

Place Value Strategy	**Counting On and Decomposing a Number Leading to Ten**	**Commutative Property**
I broke both 67 and 25 into tens and ones. 6 tens plus 2 tens equals 8 tens. Then I added the ones. 7 ones plus 5 ones equals 12 ones. I then combined my tens and ones. 8 tens plus 12 ones equals 92.	I wanted to start with 67 and then break 25 apart. I started with 67 and counted on to my next ten. 67 plus 3 gets me to 70. Then I added 2 more to get to 72. I then added my 20 and got to 92.	I broke 67 and 25 into tens and ones so I had to add 60 + 7 + 20 + 5. I added 60 and 20 first to get 80. Then I added 7 to get 87. Then I added 5 more. My answer is 92.

Example: 63 – 32 = __

Relationship between Addition and Subtraction
I broke apart both 63 and 32 into tens and ones. I know that 2 plus 1 equals 3, so I have 1 left in the ones place. I know that 3 plus 3 equals 6, so I have a 3 in my tens place. My answer has a 1 in the ones place and 3 in the tens place, so my answer is 31.

MCC2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

This standard calls for students to add a string of two-digit numbers (up to four numbers) by applying place value strategies and properties of operations.

Example: 43 + 34 + 57 + 24 = __

Student 1: ***Associative Property***

I saw the 43 and 57 and added them first, since I know 3 plus 7 equals 10. When I added them 100 was my answer. Then I added 34 and had 134. Then I added 24 and had 158.

Student 2: ***Place Value Strategies***

I broke up all of the numbers into tens and ones. First I added the tens. 40 + 30 + 50 + 20 = 140. Then I added the ones. 3 + 4 + 7 + 4 = 18. Then I combined the tens and ones and had 158 as my answer.

Student 3: ***Place Value Strategies and Associative Property***

I broke up all the numbers into tens and ones. First I added up the tens: 40 + 30 + 50 + 20. I changed the order of the numbers to make adding them easier. I know that 30 plus 20 equals 50 and 50 more equals 100. Then I added the 40 and got 140. Then I added up the ones: 3 + 4 + 7 + 4. I changed the order of the numbers to make adding easier. I know that 3 plus 7 equals 10 and 4 plus 4 equals 8. 10 plus 8 equals 18. I then combined my tens and ones. 140 plus 18 equals 158.

MCC2.NBT.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.

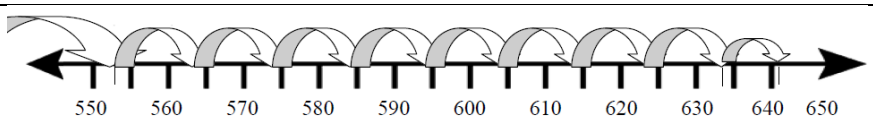
This standard builds on the work from 2.NBT.5 by increasing the size of numbers (two 3-digit numbers). Students should have ample experiences to use concrete materials (place value blocks) and pictorial representations to support their work.

This standard also references composing and decomposing a ten. This work should include strategies such as making a 10, making a 100, breaking apart a 10, or creating an easier problem. While the standard algorithm could be used here, students' experiences should extend beyond only working with the algorithm.

Example: 354 + 287 = ___

Student 1

I started at 354 and jumped 200. I landed on 554. Then I made 8 jumps of 10 and landed on 634. I then jumped 7 and landed on 641



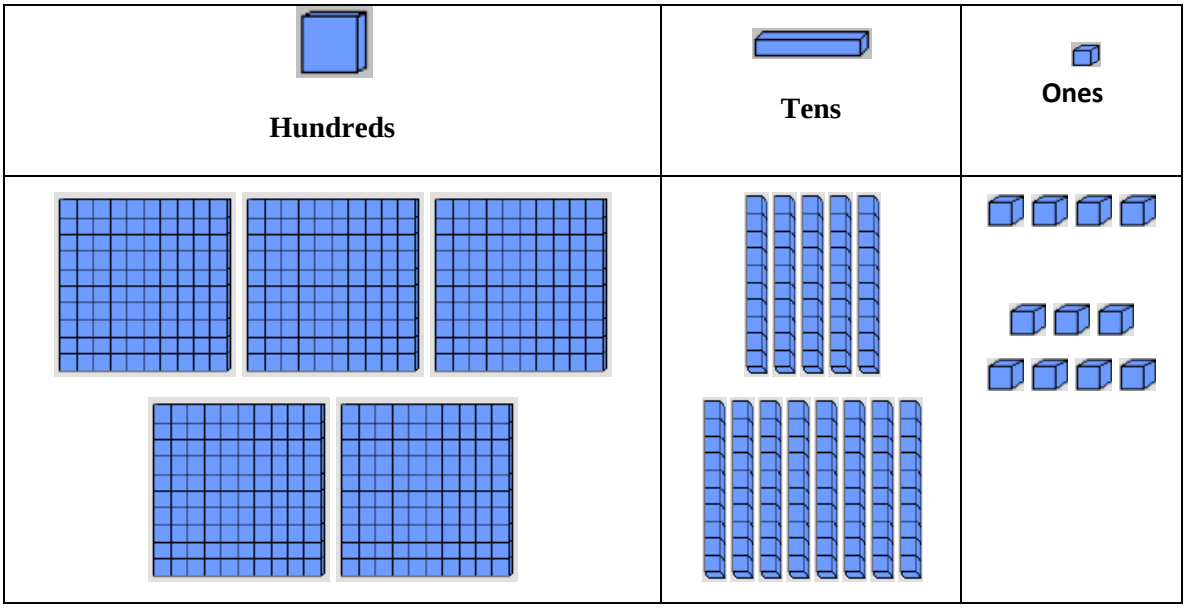
Student 2

I broke all of the numbers up by place using a place value chart.
I first added the ones.4 + 7 = 11.
I then added the tens. 50 + 80 = 130.
I then added the hundreds. 300 + 200 = 500.
I then combined my answers. 500 + 130 = 630. 630 + 11= 641

Student 2

I broke all of the numbers up by place using a place value chart.

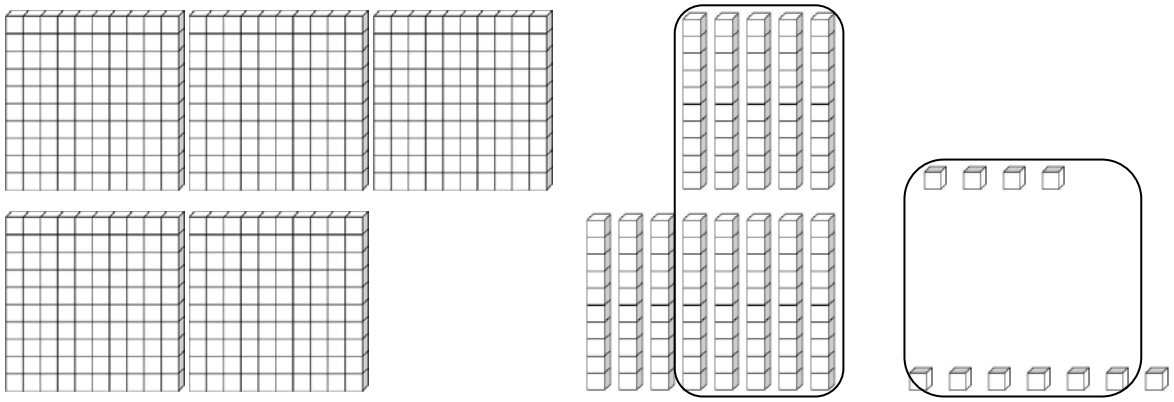
- I first added the ones: 4 + 7 = 11.
- Then I added the tens: 50 + 80 = 130.
- Then I added the hundreds: 300 + 200 = 500.
- Then I combined my answers: 500 + 130 = 630; 630 + 11 = 641.



Student 3

I used place value blocks. I made a pile of 354. I then added 287. That gave me 5 hundreds, 13 tens and 11 ones. I noticed that I could trade some pieces. I had 11 ones, and I traded 10 ones for a ten. I then had 14 tens, so I traded 10 tens for a hundred. I ended up with 6 hundreds, 4 tens, and 1

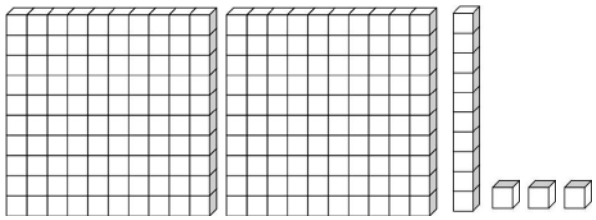
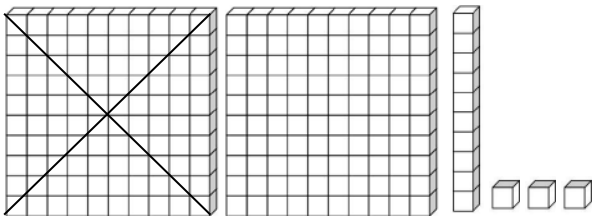
ones.

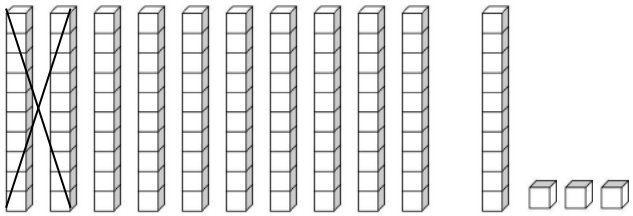
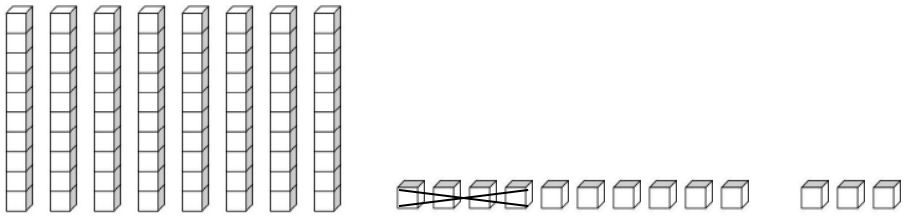
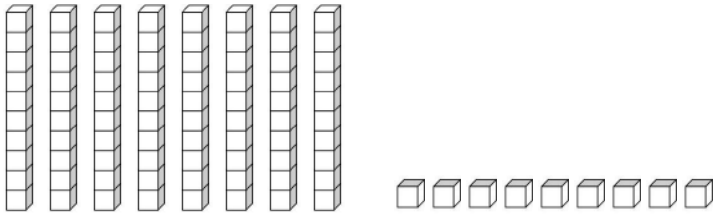


Example: 213 – 124 = ___

Student 1

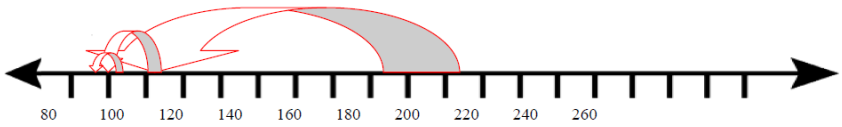
I used place value blocks. I made a pile of 213. Then I started taking away blocks. First I took away a hundred, which left me with 1 hundred and thirteen. I need to take away 2 tens but I only had 1 ten so I traded in my last hundred for 10 tens. Then I took 2 tens away, leaving me with no hundreds, 9 tens, and 3 ones. Then I had to take 4 ones away but I only have 3 ones. I traded in a ten for 10 ones. Then I took away 4 ones. This left me with no hundreds, 8 tens, and 9 ones. My answer is 89.

Step 1 **213**	
Step 2 **113**	

Step 3 **93**	
Step 4 **89**	
Final Answer **89**	

Student 2

I started at 213 and moved backwards 100 and landed on 113. Then I moved back 2 jumps of ten and landed on 93. Then I moved back 4 and landed on 89.



Student 3

I noticed that I was taking 124 away from 213. I changed 213 into 224 by adding 11. That made my problem 224 – 124. I know the answer to that problem is 100. Then I had to take away the 11 that I added. 100 – 11 = 89. My answer is 89.

MCC2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

This standard calls for students to mentally add or subtract multiples of 10 or 100 to any number between 100 and 900. Students should have ample experiences working with the concept that when you add or subtract multiples of 10 or 100 that you are only changing the tens place (multiples of ten) or the digit in the hundreds place (multiples of 100).
In this standard, problems in which students cross centuries should also be considered.
Example: 273 + 60 = 333.

MCC2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

This standard calls for students to explain using concrete objects, pictures and words (oral or written) to explain why addition or subtraction strategies work. The expectation is that students apply their knowledge of place value and the properties of operations in their explanation. Students should have the opportunity to solve problems and then explain why their strategies work.

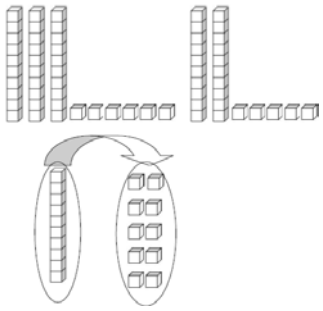
Example: There are 36 birds in the park. 25 more birds arrive. How many birds are there? Solve the problem and show your work.

Student 1

I broke 36 and 25 into tens and ones and then added them. 30 + 6 + 20 + 5. I can change the order of my numbers, so I added 30 + 20 and got 50. Then I added on 6 to get 56. Then I added 5 to get 61. This strategy works because I broke all the numbers up by their place value.

Student 2

I used place value blocks and made a pile of 36. Then I added 25. I had 5 tens and 11 ones. I had to trade 10 ones for 1 10. Then I had 6 tens and 1 one. That makes 61. This strategy works because I added up the tens and then added up the ones and traded if I had more than 10 ones.



Students could also have experiences examining strategies and explaining why they work. Also include incorrect examples for students to examine.

Example: One of your classmates solved the problem 56 - 34 = __ by writing —I know that I need to add 2 to the number 4 to get 6. I also know that I need to add 20 to 30 to get 20 to get to 50. So, the answer is 22. Is their strategy correct? Explain why or why not?

Example: One of your classmates solved the problem 25 + 35 by adding 20 + 30 + 5 + 5. Is their strategy correct? Explain why or why not?

MEASUREMENT AND DATA (MD)

CLUSTER #1: MEASURE AND LENGTHS IN STANDARD UNITS.
Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

MCC2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
This standard calls for students to measure the length of objects in both customary (inches and feet) and metric (centimeters and meters). Students should have ample experiences choosing objects, identifying the appropriate tool and unit, and then measuring the object. The teacher should allow students to determine which tools and units to use.

Foundational understandings to help with measure concepts:

- Understand that larger units can be subdivided into equivalent units (partition).
- Understand that the same unit can be repeated to determine the measure (iteration).
- Understand the relationship between the size of a unit and the number of units needed (compensatory principle).
- Understand the measuring of two-dimensional space (area) using non-standard units.

MCC2.MD.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.
This standard calls for students to measure an object using two units of different lengths.

Example: A student measures the length of their desk and finds that it is 3 feet and 36 inches. Students should explore the idea that the length of the desk is larger in inches than in feet, since inches are smaller units than feet. This concept is referred to as the compensatory principle. Note: this standard does not specify whether the units have to be within the same system.

MCC2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
This standard calls for students to estimate the lengths of objects using inches, feet, centimeters, and meters. Students should make estimates after seeing a benchmark unit, such as the length of one inch, before making their estimate.

Example: Look at your ruler to see how long one inch is. Now, estimate the length of this paper in inches.

MCC2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
This standard calls for students to determine the difference in length between two objects. Students should choose objects, identify appropriate tools and units, measure both objects, and then determine the differences in lengths.

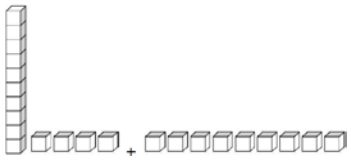
CLUSTER #2: RELATE ADDITION AND SUBTRACTION TO LENGTH.

MCC2.MD.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.
This standard applies the concept of length to solve addition and subtraction word problems with numbers within 100. Students should use the same unit in these problems.

Example: In P.E. class Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? Write an equation and then solve the problem.

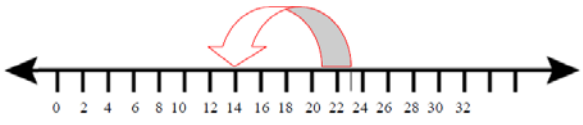
Student 1

My equation is 14 + ___ = 23 since I am trying to find out the difference between Kate and Mary's jumps. I used place value blocks and counted out 14. Then I added blocks until I got to 23. I needed to add 9 blocks. Mary jumped 9 more inches than Kate.



Student 2

My equation is 23 – 14 = ___. I drew a number line. I started at 23. I moved back to 14 and counted how far I moved. I moved back 9 spots. Mary jumped 9 more inches than Kate.



MCC2.MD.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.
This standard calls for students to create number lines using numbers within 100 to solve addition and subtraction problems. Students should create the number line with evenly spaced points corresponding to the numbers.

CLUSTER #3: WORK WITH TIME AND MONEY.

MCC2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
This standard calls for students to tell (orally and in writing) and write time after reading analog and digital clocks. Time should be to 5 minute intervals, and students should also use the terms a.m. and p.m. Teachers should help students make the connection between skip counting by 5s (MCC2.NBT.2) and telling time on an analog clock.
MCC2.MD.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?*
This standard calls for students to solve word problems involving either dollars or cents. Since students have not been introduced to decimals, problems should either have only dollars or only cents.



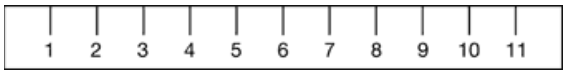
Example: What are some possible combinations of coins (pennies, nickels, dimes, and quarters) that equal 37 cents?

Example: What are some possible combinations of dollar bills ($1, $5 and $10) that equal 12 dollars?

CLUSTER #4: REPRESENT AND INTERPRET DATA.

MCC2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
This standard calls for students to represent the length of several objects by making a line plot. Students should round their lengths to the nearest whole unit.

Example: Measure objects in your desk to the nearest inch, display data collected on a line plot. How many objects measured 2 inches? 3 inches? Which length had the most number of objects? How do you know?



MCC2.MD.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 using information presented in a bar graph.
This standard calls for students to work with categorical data by organizing, representing and interpreting data. Students should have experiences posing a question with 4 possible responses and then work with the data that they collect.

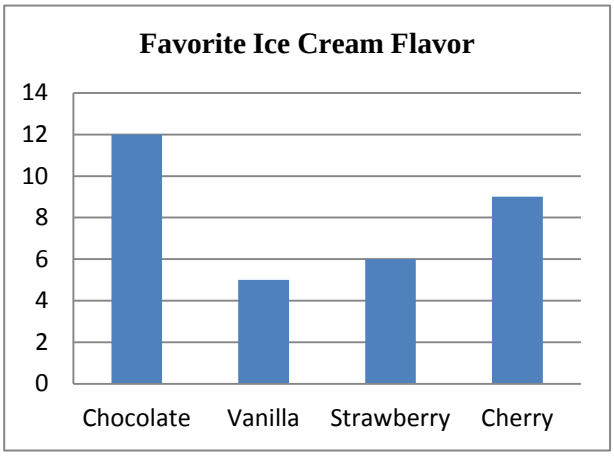
Example: Students pose a question and the 4 possible responses. Which is your favorite flavor of ice cream: Chocolate, vanilla, strawberry, or cherry?

Students collect their data by using tallies or another way of keeping track. Students organize their data by totaling each category in a chart or table. Picture and bar graphs are introduced in 2nd Grade.

Flavor	Number of People
Chocolate	12
Vanilla	5
Strawberry	6

Cherry	9

Students display their data using a picture graph or bar graph using a single unit scale.



Favorite Ice Cream Flavor	
Chocolate	
Vanilla	
Strawberry	
Cherry	

represents 1 student

Students answer simple problems related to addition and subtraction that ask them to put together, take apart, and compare numbers. See Table 1 at the end of this document for examples of these.

GEOMETRY (G)

CLUSTER #1: REASON WITH SHAPES AND THEIR ATTRIBUTES.

Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

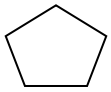
MCC2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

This standard calls for students to identify (recognize) and draw shapes based on a given set of attributes. These include triangles, quadrilaterals (squares, rectangles, and trapezoids), pentagons, hexagons and cubes.

Example: Draw a closed shape that has five sides. What is the name of the shape?

Student 1

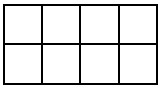
I drew a shape with 5 sides. It is called a pentagon.



MCC2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

This standard calls for students to partition a rectangle into squares (or square-like regions) and then determine the total number of squares. This relates to the standard 2.OA.4 where students are arranging objects in an array of rows and columns.

Example: Split the rectangle into 2 rows and 4 columns. How many small squares did you make?



MCC2.G.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.

This standard calls for students to partition (split) circles and rectangles into 2, 3 or 4 equal shares (regions). Students should be given ample experiences to explore this concept with paper strips and pictorial representations. Students should also work with the vocabulary terms halves, thirds, half of, third of, and fourth (or quarter) of. While students are working on this standard, teachers should help them to make the connection that a ―whole‖ is composed of two halves, three thirds, or four fourths. This standard also addresses the idea that equal shares of identical wholes may not have the same shape.

Example: Divide each rectangle into fourths a different way.

CCGPS
3rd Grade
Grade Level Overview

Mathematics

Third Grade

Grade Level Overview

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards
Elementary School Mathematics
Third Grade

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Numbers and Operations in Base Ten	**Operations and Algebraic Thinking: the Relationship Between Multiplication and Division**	**Operations and Algebraic Thinking: Patterns in Addition and Multiplication**	**Geometry**	**Representing and Comparing Fractions**	**Measurement**	**Show What We Know**
MCC3.NBT.1 **MCC3.NBT.2** **MCC3.MD.3** **MCC3.MD.4**	**MCC3.OA.1** **MCC3.OA.2** **MCC3.OA.3** **MCC3.OA.4** **MCC3.OA.5** **MCC3.OA.6** **MCC3.OA.7** **MCC3.NBT.3** **MCC3.MD.3** **MCC3.MD.4**	**MCC3.OA.8** **MCC3.OA.9** **MCC3.MD.3** **MCC3.MD.4** **MCC3.MD.5** **MCC3.MD.6** **MCC3.MD.7**	**MCC3.G.1** **MCC3.G.2** **MCC3.MD.3** **MCC3.MD.4** **MCC3.MD.7** **MCC3.MD.8**	**MCC3.NF.1** **MCC3.NF.2** **MCC3.NF.3** **MCC3.MD.3** **MCC3.MD.4**	**MCC3.MD.1** **MCC3.MD.2** **MCC3.MD.3** **MCC3.MD.4**	**ALL**

CONTENT STANDARDS

OPERATIONS AND ALGEBRAIC THINKING (OA)

CLUSTER #1: REPRESENT AND SOLVE PROBLEMS INVOLVING MULTIPLICATION AND DIVISION.

Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. The terms students should learn to use with increasing precision with this cluster are: ***products, groups of, quotients, partitioned equally, multiplication, division, equal groups, arrays, equations, unknown.***

MCC.3.OA.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.

This standard interprets products of whole numbers. Students recognize multiplication as a means to determine the total number of objects when there are a specific number of groups with the same number of objects in each group. Multiplication requires students to think in terms of groups of things rather than individual things. Students learn that the multiplication symbol '×' means "groups of" and problems such as 5 × 7 refer to 5 groups of 7.

Example: Jim purchased 5 packages of muffins. Each package contained 3 muffins. How many muffins did Jim purchase? *(5 groups of 3, 5 × 3 = 15)*

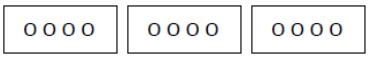
Describe another situation where there would be 5 groups of 3 or 5 × 3.

MCC.3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

This standard focuses on two distinct models of division: partition models and measurement (repeated subtraction) models.

Partition models focus on the question, “How many in each group?” A context for partition models would be: There are 12 cookies on the counter. If you are sharing the cookies equally among three bags, how many cookies will go in each bag?



Measurement (repeated subtraction) models focus on the question, “How many groups can you make?” A context for measurement models would be: There are 12 cookies on the counter. If you put 3 cookies in each bag, how many bags will you fill?



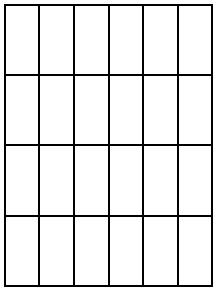
MCC.3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

This standard references various strategies that can be used to solve word problems involving multiplication and division. Students should apply their skills to solve word problems. Students should use a variety of representations for creating and solving one-step word problems, such as: If you divide 4 packs of 9 brownies among 6 people, how many cookies does each person receive? *(4 × 9 = 36, 36 ÷ 6 = 6).*

Table 2, located at the end of this document, gives examples of a variety of problem solving contexts, in which students need to find the product, the group size, or the number of groups. Students should be given ample experiences to explore all of the different problem structures.

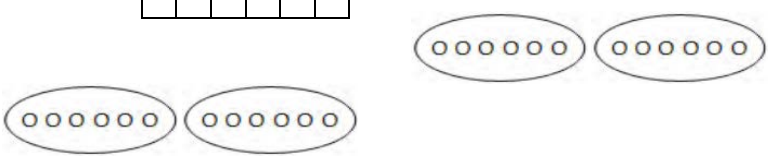
Examples of multiplication: There are 24 desks in the classroom. If the teacher puts 6 desks in each row, how many rows are there?

This task can be solved by drawing an array by putting 6 desks in each row. This is an array model:



This task can also be solved by drawing pictures of equal groups.

4 groups of 6 equals 24 objects

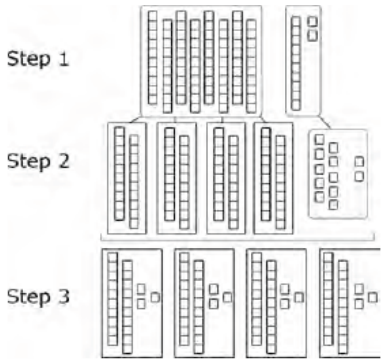


A student could also reason through the problem mentally or verbally, "I know 6 and 6 are 12. 12 and 12 are 24. Therefore, there are 4 groups of 6 giving a total of 24 desks in the classroom." A number line could also be used to show equal jumps. Third grade students should use a variety of pictures, such as stars, boxes, flowers to represent unknown numbers (variables).. Letters are also introduced to represent unknowns in third grade.

Examples of division: There are some students at recess. The teacher divides the class into 4 lines with 6 students in each line. Write a division equation for this story and determine how many students are in the class. *(□ ÷ 4 = 6. There are 24 students in the class).*

Determining the number of objects in each share (partitive division, where the size of the groups is unknown):

Example: The bag has 92 hair clips, and Laura and her three friends want to share them equally. How many hair clips will each person receive?



Determining the number of shares (measurement division, where the number of groups is unknown):

Example: Max the monkey loves bananas. Molly, his trainer, has 24 bananas. If she gives Max 4 bananas each day, how many days will the bananas last?

Starting	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
24	24 – 4 = 20	20 – 4 = 16	16 – 4 = 12	12 – 4 = 8	8 – 4 = 4	4 – 4 = 0

Solution: The bananas will last for 6 days.

MCC. 3.OA.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 = ?

This standard refers Table 2, included at the end of this document for your convenience, and equations for the different types of multiplication and division problem structures. The easiest problem structure includes Unknown Product (3 × 6 = ? or 18 ÷ 3 = 6). The more difficult problem structures include Group Size Unknown (3 × ? = 18 or 18 ÷ 3 = 6) or Number of Groups Unknown (? × 6 = 18, 18 ÷ 6 = 3). The focus of MCC.3.OA.4 goes beyond the traditional notion of *fact families*, by having students explore the inverse relationship of multiplication and division.

Students apply their understanding of the meaning of the equal sign as "the same as" to interpret an equation with an unknown. When given 4 × ? = 40, they might think:

- 4 groups of some number is the same as 40
- 4 times some number is the same as 40
- I know that 4 groups of 10 is 40 so the unknown number is 10
- The missing factor is 10 because 4 times 10 equals 40.

Equations in the form of a x b = c and c = a x b should be used interchangeably, with the unknown in different positions.

Example: Solve the equations below:

- 24 = ? × 6
- 72 ÷ Δ = 9
- Rachel has 3 bags. There are 4 marbles in each bag. How many marbles does Rachel have altogether?

3 × 4 = *m*

<u>CLUSTER #2:</u> MCC CLUSTER: UNDERSTAND PROPERTIES OF MULTIPLICATION AND THE RELATIONSHIP BETWEEN MULTIPLICATION AND DIVISION.

Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: operation, multiply, divide, factor, product, quotient, strategies, (properties)-rules about how numbers work.

MCC.3.OA.5 Apply properties of operations as strategies to multiply and divide.

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.)

This standard references properties (rules about how numbers work) of multiplication. While students DO NOT need to use the formal terms of these properties, students should understand that properties are rules about how numbers work, they need to be flexibly and fluently applying each of them. Students represent expressions using various objects, pictures, words and symbols in order to develop their understanding of properties. They multiply by 1 and 0 and divide by 1. They change the order of numbers to determine that the order of numbers does not make a difference in multiplication (but does make a difference in division). Given three factors, they investigate changing the order of how they multiply the numbers to determine that changing the order does not change the product. They also decompose numbers to build fluency with multiplication.

The associative property states that the sum or product stays the same when the grouping of addends or factors is changed. For example, when a student multiplies $7 \times 5 \times 2$, a student could rearrange the numbers to first multiply $5 \times 2 = 10$ and then multiply $10 \times 7 = 70$.

The commutative property (order property) states that the order of numbers does not matter when you are adding or multiplying numbers. For example, if a student knows that $5 \times 4 = 20$, then they also know that $4 \times 5 = 20$. The array below could be described as a 5×4 array for 5 columns and 4 rows, or a 4×5 array for 4 rows and 5 columns. There is no "fixed" way to write the dimensions of an array as rows × columns or columns × rows.

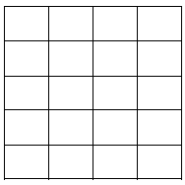
Students should have flexibility in being able to describe both dimensions of an array.

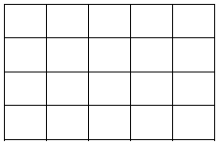
Example:

4×5

or

5×4





4×5

or

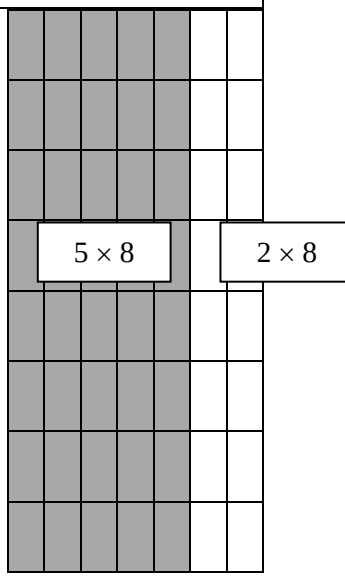
5×4

Students are introduced to the distributive property of multiplication over addition as a strategy for using products they know to solve products they don't know. Students would be using mental math to determine a product. Here are ways that students could use the distributive property to determine the product of 7×6. Again, students should use the distributive property, but can refer to this in informal language such as "breaking numbers apart".

Student 1	Student 2	Student 3

7×6	7×6	7×6
$7 \times 5 = 35$	$7 \times 3 = 21$	$5 \times 6 = 30$
$7 \times 1 = 7$	$7 \times 3 = 21$	$2 \times 6 = 12$
$35 + 7 = 42$	$21 + 21 = 42$	$30 + 12 = 42$

Another example if the distributive property helps students determine the products and factors of problems by breaking numbers apart. For example, for the problem $7 \times 8 = ?$, students can decompose the 7 into a 5 and 2, and reach the answer by multiplying $5 \times 8 = 40$ and $2 \times 8 = 16$ and adding the two products ($40 + 16 = 56$).



To further develop understanding of properties related to multiplication and division, students use different representations and their understanding of the relationship between multiplication and division to determine if the following types of equations are true or false.

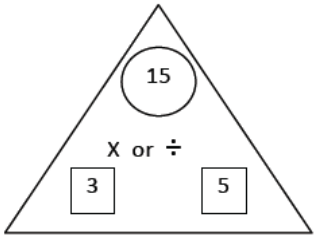
- $0 \times 7 = 7 \times 0 = 0$ (Zero Property of Multiplication)
- $1 \times 9 = 9 \times 1 = 9$ (Multiplicative Identity Property of 1)
- $3 \times 6 = 6 \times 3$ (Commutative Property)
- $8 \div 2 = 2 \div 8$ (Students are only to determine that these are not equal)
- $2 \times 3 \times 5 = 6 \times 5$
- $10 \times 2 < 5 \times 2 \times 2$
- $2 \times 3 \times 5 = 10 \times 3$
- $0 \times 6 > 3 \times 0 \times 2$

MCC.3.OA.6 Understand division as an unknown-factor problem.

For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

This standard refers to Table 2, included at the end of this document for your convenience, and the various problem structures. Since multiplication and division are inverse operations, students are expected to solve problems and explain their processes of solving division problems that can also be represented as unknown factor multiplication problems.

Example: A student knows that 2 x 9 = 18. How can they use that fact to determine the answer to the following question: 18 people are divided into pairs in P.E. class. How many pairs are there? Write a division equation and explain your reasoning.



Multiplication and division are inverse operations and that understanding can be used to find the unknown. Fact family triangles demonstrate the inverse operations of multiplication and division by showing the two factors and how those factors relate to the product and/or quotient. Examples:

- $3 \times 5 = 15$ $5 \times 3 = 15$
- $15 \div 3 = 5$ $15 \div 5 = 3$

<u>MCC CLUSTER # 3</u>: MULTIPLY AND DIVIDE WITHIN 100.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: operation, multiply, divide, factor, product, quotient, unknown, strategies, reasonableness, mental computation, property.

MCC.3.OA.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.

This standard uses the word fluently, which means accuracy, efficiency (using a reasonable amount of steps and time), and flexibility (using strategies such as the distributive property). "Know from memory" should not focus only on timed tests and repetitive practice, but ample experiences working with manipulatives, pictures, arrays, word problems, and numbers to internalize the basic facts (up to 9×9).

By studying patterns and relationships in multiplication facts and relating multiplication and division, students build a foundation for fluency with multiplication and division facts. Students demonstrate fluency with multiplication facts through 10 and the related division facts. Multiplying and dividing fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.

Strategies students may use to attain fluency include:

- Multiplication by zeros and ones
- Doubles (2s facts), Doubling twice (4s), Doubling three times (8s)
- Tens facts (relating to place value, 5×10 is 5 tens or 50)
- Five facts (half of tens)
- Skip counting (counting groups of __ and knowing how many groups have been counted)
- Square numbers (ex: 3×3)
- Nines (10 groups less one group, e.g., 9×3 is 10 groups of 3 minus one group of 3)
- Decomposing into known facts (6×7 is 6 x 6 plus one more group of 6)
- Turn-around facts (Commutative Property)
- Fact families (Ex: $6 \times 4 = 24$; $24 \div 6 = 4$; $24 \div 4 = 6$; $4 \times 6 = 24$)
- Missing factors

General Note: Students should have exposure to multiplication and division problems presented in both vertical and horizontal forms.

MCC CLUSTER #4: SOLVE PROBLEMS INVOLVING THE FOUR OPERATIONS, AND IDENTIFY AND EXPLAIN PATTERNS IN ARITHMETIC.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: operation, multiply, divide, factor, product, quotient, subtract, add, addend, sum, difference, equation, unknown, strategies, reasonableness, mental computation, estimation, rounding, patterns, (properties) – rules about how numbers work.

MCC.3.OA.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.

This standard refers to two-step word problems using the four operations. The size of the numbers should be limited to related 3rd grade standards (e.g., 3.OA.7 and 3.NBT.2). Adding and subtracting numbers should include numbers within 1,000, and multiplying and dividing numbers should include single-digit factors and products less than 100.

This standard calls for students to represent problems using equations with a letter to represent unknown quantities.

Example:

> Mike runs 2 miles a day. His goal is to run 25 miles. After 5 days, how many miles does Mike have left to run in order to meet his goal? Write an equation and find the solution ($2 \times 5 + m = 25$).

This standard refers to estimation strategies, including using compatible numbers (numbers that sum to 10, 50, or 100) or rounding. The focus in this standard is to have students use and discuss various

strategies. Students should estimate during problem solving, and then revisit their estimate to check for reasonableness.

Example: Here are some typical estimation strategies for the problem:

> On a vacation, your family travels 267 miles on the first day, 194 miles on the second day and 34 miles on the third day. How many total miles did they travel?

Student 1	**Student 2**	**Student 3**
I first thought about 267 and 34. I noticed that their sum is about 300. Then I knew that 194 is close to 200. When I put 300 and 200 together, I get 500.	I first thought about 194. It is really close to 200. I also have 2 hundreds in 267. That gives me a total of 4 hundreds. Then I have 67 in 267 and the 34. When I put 67 and 34 together that is really close to 100. When I add that hundred to the 4 hundreds that I already had, I end up with 500.	I rounded 267 to 300. I rounded 194 to 200. I rounded 34 to 30. When I added 300, 200, and 30, I know my answer will be about 530.

The assessment of estimation strategies should only have one reasonable answer (500 or 530), or a range (between 500 and 550). Problems should be structured so that all acceptable estimation strategies will arrive at a reasonable answer.

MCC.3.OA.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.***

This standard calls for students to examine arithmetic patterns involving both addition and multiplication. Arithmetic patterns are patterns that change by the same rate, such as adding the same number. For example, the series 2, 4, 6, 8, 10 is an arithmetic pattern that increases by 2 between each term.

This standard also mentions identifying patterns related to the properties of operations.

Examples:

- Even numbers are always divisible by 2. Even numbers can always be decomposed into 2 equal addends (14 = 7 + 7).
- Multiples of even numbers (2, 4, 6, and 8) are always even numbers.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

- On a multiplication chart, the products in each row and column increase by the same amount (skip counting).
- On an addition chart, the sums in each row and column increase by the same amount.

What do you notice about the numbers highlighted in pink in the multiplication table? Explain a pattern using properties of operations. *When one changes the order of the factors (commutative property), they will still gets the same product; example 6 x 5 = 30 and 5 x 6 = 30.*

Teacher: What pattern do you notice when 2, 4, 6, 8, or 10 are multiplied by any number (even or odd)?

Student: The product will always be an even number.

Teacher: Why?

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

What patterns do you notice in this addition table? Explain why the pattern works this way?

Students need ample opportunities to observe and identify important numerical patterns related to operations. They should build on their previous experiences with properties related to addition and subtraction. Students investigate addition and multiplication tables in search of patterns and explain why these patterns make sense mathematically.

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	19	11	12	13	14	15	16	17	18	19	20

Example:

- Any sum of two even numbers is even.
- Any sum of two odd numbers is even.
- Any sum of an even number and an odd number is odd.
- The multiples of 4, 6, 8, and 10 are all even because they can all be decomposed into two equal groups.
- The doubles (2 addends the same) in an addition table fall on a diagonal while the doubles (multiples of 2) in a multiplication table fall on horizontal and vertical lines.
- The multiples of any number fall on a horizontal and a vertical line due to the commutative property.
- All the multiples of 5 end in a 0 or 5 while all the multiples of 10 end with 0. Every other multiple of 5 is a multiple of 10.

addend	addend	sum
0	20	20
1	19	20
2	18	20
3	17	20
4	16	20
□	□	□
□	□	□
□	□	□
20	0	20

Students also investigate a hundreds chart in search of addition and subtraction patterns. They record and organize all the different possible sums of a number and explain why the pattern makes sense.

NUMBERS AND OPERATIONS IN BASE TEN (NBT)

MCC CLUSTER: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: place value, round, addition, add, addend, sum, subtraction, subtract, difference, strategies, (properties)-rules about how numbers work.

MCC.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

This standard refers to place value understanding, which extends beyond an algorithm or procedure for rounding. The expectation is that students have a deep understanding of place value and number sense and can explain and reason about the answers they get when they round. Students should have numerous experiences using a number line and a hundreds chart as tools to support their work with rounding.

MCC.3.NBT.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.

This standard refers to fluently, which means accuracy, efficiency (using a reasonable amount of steps and time), and flexibility (using strategies such as the distributive property). The word algorithm refers to a procedure or a series of steps. There are other algorithms other than the standard algorithm. Third grade students should have experiences beyond the standard algorithm. A variety of algorithms will be assessed.

Problems should include both vertical and horizontal forms, including opportunities for students to apply the commutative and associative properties. Students explain their thinking and show their work by using strategies and algorithms, and verify that their answer is reasonable.

Example: There are 178 fourth graders and 225 fifth graders on the playground. What is the total number of students on the playground?

Student 1	**Student 2**	**Student 3**
100 + 200 = 300	I added 2 to 178 to get 180. I added 220 to get 400. I added the 3 left over to get	I know the 75 plus 25 equals 100. Then I added 1 hundred from 178 and 2 hundreds

70 + 20 = 90 8 + 5 = 13 300+90+13 = 403 students	403.	from 275. I had a total of 4 hundreds and I had 3 more left to add. So I have 4 hundreds plus 3 more which is 403.

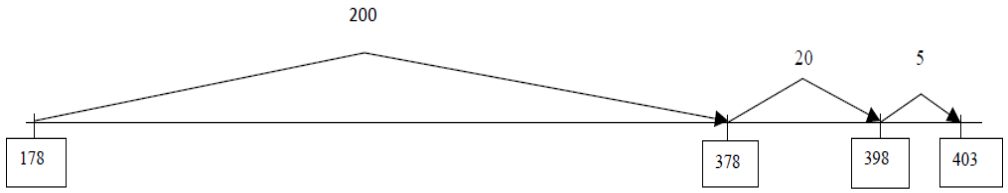
Student 4

178 + 225 = ?

178 + 200 = 378

378 + 20 = 398

398 + 5 = 403



MCC.3.NBT.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.

This standard extends students' work in multiplication by having them apply their understanding of place value.

This standard expects that students go beyond tricks that hinder understanding such as "just adding zeros" and explain and reason about their products. For example, for the problem 50 x 4, students should think of this as 4 groups of 5 tens or 20 tens. Twenty tens equals 200.

Common Misconceptions

The use of terms like "round up" and "round down" confuses many students. For example, the number 37 would round to 40 or they say it "rounds up". The digit in the tens place is changed from 3 to 4 (rounds up). This misconception is what causes the problem when applied to rounding down. The number 32 should be rounded (down) to 30, but using the logic mentioned for rounding up, some students may look at the digit in the tens place and take it to the previous number, resulting in the incorrect value of 20. To remedy this misconception, students need to use a number line to visualize the placement of the number and/or ask questions such as: "What tens are 32 between and which one is it closer to?" Developing the understanding of what the answer choices are before rounding can alleviate much of the misconception and confusion related to rounding.

NUMBER AND OPERATIONS IN FRACTIONS (NF)

MCC CLUSTER : DEVELOP UNDERSTANDING OF FRACTIONS AS NUMBERS.

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a

larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

MCC.3.NF.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*.

This standard refers to the sharing of a whole being partitioned or split. Fraction models in third grade include area (parts of a whole) models (circles, rectangles, squares), set models (parts of a set), and number lines. In 3.NF.1 students should focus on the concept that a fraction is made up (composed) of many pieces of a unit fraction, which has a numerator of 1. For example, the fraction 3/5 is composed of 3 pieces that each have a size of 1/5.

Some important concepts related to developing understanding of fractions include:

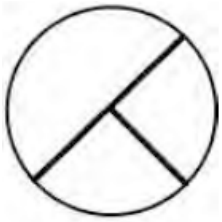
- Understand fractional parts must be equal-sized.

Example



These are thirds.

Non-Example



These are NOT thirds.

- The number of equal parts tells how many make a whole.
- As the number of equal pieces in the whole increases, the size of the fractional pieces decreases.
- The size of the fractional part is relative to the whole.
- The number of children in one-half of a classroom is different than the number of children in one-half of a school. (The whole in each set is different; therefore, the half in each set will be different.)
- When a whole is cut into equal parts, the denominator represents the number of equal parts.
- The numerator of a fraction is the count of the number of equal parts.
    - ¾ means that there are 3 one-fourths.
    - Students can count *one fourth, two fourths, three fourths.*
      Students express fractions as fair sharing, parts of a whole, and parts of a set. They use various contexts (candy bars, fruit, and cakes) and a variety of models (circles, squares, rectangles, fraction bars, and number lines) to a conceptual develop understanding of fractions and represent fractions. Students need many opportunities to solve word problems that require fair sharing.

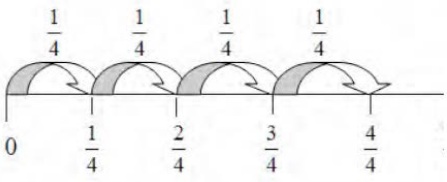
MCC.3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

b. Represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.

The number line diagram is the first time students work with a number line for numbers that are between whole numbers (e.g., that . is between 0 and 1).

In the number line diagram below, the space between 0 and 1 is divided (partitioned) into 4 equal regions. The distance from 0 to the first segment is 1 of the 4 segments from 0 to 1 or . (**MCC.3.NF.2a**). Similarly, the distance from 0 to the third segment is 3 segments that are each one-fourth long. Therefore, the distance of 3 segments from 0 is the fraction . (**MCC.3.NF.2b**).



MCC.3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

An important concept when comparing fractions is to look at the size of the parts and the number of the parts. For example, 1/8 is smaller than 1/2 because when 1 whole is cut into 8 pieces, the pieces are much smaller than when 1 whole is cut into 2 pieces.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

These standards call for students to use visual fraction models (e.g, area models) and number lines to explore the idea of equivalent fractions. Students should only explore equivalent fractions using models, rather than using algorithms or procedures.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*

This standard includes writing whole numbers as fractions. The concept relates to fractions as division problems, where the fraction 3/1 is 3 wholes divided into one group. This standard is the building block for later work where students divide a set of objects into a specific number of groups. Students must understand the meaning of a/1.

Example: If 6 brownies are shared between 2 people, how many brownies would each person get?

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

This standard involves comparing fractions with or without visual fraction models including number lines. Experiences should encourage students to reason about the size of pieces, the fact that 1/3 of a cake is larger than 1/4 of the same cake. Since the same cake (the whole) is split into equal pieces, thirds are larger than fourths.

In this standard, students should also reason that comparisons are only valid if the wholes are identical. For example, 1/2 of a large pizza is a different amount than 1/2 of a small pizza. Students should be given opportunities to discuss and reason about which 1/2 is larger.

Common Misconceptions

The idea that the smaller the denominator, the smaller the piece or part of the set, or the larger the denominator, the larger the piece or part of the set, is based on the comparison that in whole numbers, the smaller a number, the less it is, or the larger a number, the more it is. The use of different models, such as fraction bars and number lines, allows students to compare unit fractions to reason about their sizes.

Students think all shapes can be divided the same way. Present shapes other than circles, squares or rectangles to prevent students from overgeneralizing that all shapes can be divided the same way. For example, have students fold a triangle into eighths. Provide oral directions for folding the triangle:

1. Fold the triangle into half by folding the left vertex (at the base of the triangle) over to meet the right vertex.
2. Fold in this manner two more times.
3. Have students label each eighth using fractional notation. Then, have students count the fractional parts in the triangle (one-eighth, two-eighths, three-eighths, and so on).

The idea of referring to a collection as a single entity makes set models difficult for some children. Students will frequently focus on the size of the set rather than the number of equal sets in the whole. For example, if 12 counters make a whole, then as set of 4 counters is one-*third*, not one-fourth, since 3 equal sets make the whole. However, the set model helps establish important connections with many real-world uses of fractions, and with ratio concepts.

Models for Fractions (excerpted/adapted from "Elementary and Middle School Mathematics: Teaching Developmentally" Van de Walle, Karp, Bay-Williams; 7th edition, pp 228-291)

The use of models in fraction tasks allows students to clarify ideas which are often confused in a purely symbolic mode. Different models allow different opportunities to learn. For example, an area model helps students visualize parts of the whole. A linear model shows that there is always another fraction to be found between any two fractions- an important concept that is underemphasized in the teaching of problems. Also, some students are able to make sense of one model, but not another. Using appropriate models and using models of each type broaden and deepen students (and teachers) understanding of fractions. It is important to remember that students must be able to explore fractions across models. If they never see fractions represented as a length, they will struggle to solve any problem or context that is linear. As a teacher, you will not know if they really understand the meaning of a fraction such as ¼ unless you have seen a student model one-fourth using different contexts and models.

3 Categories of Models

Region or Area Models- In all of the sharing tasks, the tasks involve sharing something that could be divided into smaller parts. The fractions are based on parts of an area or region. There are many region models, including: circular pieces, rectangular regions, geoboards, grids or dot paper, pattern blocks, tangrams, paper folding. Students should have been exposed to "sharing" by partitioning shapes into halves and fourths in 1st and 2nd grades.

Length Models- With length models, lengths or measurements are compared instead of areas. Either lines are drawn and subdivided (number lines, measuring tapes, rulers), or physical materials are compared on the basis of lengths (Cuisenaire rods or fraction strips).
Rods or strips provide flexibility because any length can represent the whole. The number line is a more sophisticated model, and an essential one that should be emphasized more in the teaching of fractions. Linear models are more closely connected to the real-world contexts in which fractions are commonly used- measuring. Importantly, the number line reinforces that there is always one more fraction to be found between two fractions.

Set Models- In set models, the whole is understood to be a set of objects, and subsets of the whole make up fractional parts. For example, 3 objects are one-fourth of a set of 12 objects. The set of 12, in this example, represents the whole, or 1. Set models can be created using actual objects (such as toy cars and trucks) or two-color counters.

MEASUREMENT AND DATA (MD)

MCC CLUSTER #1: SOLVE PROBLEMS INVOLVING MEASUREMENT AND ESTIMATION OF INTERVALS OF TIME, LIQUID VOLUMES, AND MASSES OF OBJECTS.

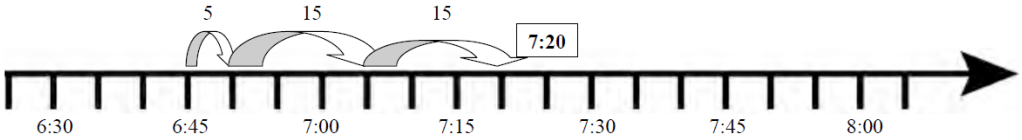
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: estimate, time, time intervals, minute, hour, elapsed time, measure, liquid volume, mass, standard units, metric, gram (g), kilogram (kg), liter (L).

MCC. 3.MD.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.

This standard calls for students to solve elapsed time, including word problems. Students could use clock models or number lines to solve. On the number line, students should be given the opportunities to determine the intervals and size of jumps on their number line. Students could use pre-determined number lines (intervals every 5 or 15 minutes) or open number lines (intervals determined by students).

Example:

Tonya wakes up at 6:45 a.m. It takes her 5 minutes to shower, 15 minutes to get dressed, and 15 minutes to eat breakfast. What time will she be ready for school?



MCC.3.MD.2 Measure and estimate liquid volumes and masses of objects using standardunits 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 problem.[2]

This standard asks for students to reason about the units of mass and volume. Students need multiple opportunities weighing classroom objects and filling containers to help them develop a basic understanding of the size and weight of a liter, a gram, and a kilogram. Milliliters may also be used to show amounts that are less than a liter. Word problems should only be one-step and include the same units.

Example:

Students identify 5 things that weigh about one gram. They record their findings with words and pictures. (Students can repeat this for 5 grams and 10 grams.) This activity helps develop gram benchmarks. One large paperclip weighs about one gram. A box of large paperclips (100 clips) weighs about 100 grams so 10 boxes would weigh one kilogram.

Example:

A paper clip weighs about a) a gram, b) 10 grams, c) 100 grams?

[1] Excludes compound units such as cm^3 and finding the geometric volume of a container.
[2] Excludes multiplicative comparison problems (problems involving notions of "times as much"). See Table 2 at the end of this document.

Foundational understandings to help with measure concepts:

- Understand that larger units can be subdivided into equivalent units (partition).
- Understand that the same unit can be repeated to determine the measure (iteration). Understand the relationship between the size of a unit and the number of units needed (compensatory principle).

Common Misconceptions

Students may read the mark on a scale that is below a designated number on the scale as if it was the next number. For example, a mark that is one mark below 80 grams may be read as 81 grams. Students realize it is one away from 80, but do not think of it as 79 grams.

MCC CLUSTER #2: REPRESENT AND INTERPRET DATA.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: scale, scaled picture graph, scaled bar graph, line plot, data.

MCC.3.MD.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.***

Students should have opportunities reading and solving problems using scaled graphs before being asked to draw one. The following graphs all use five as the scale interval, but students should experience different intervals to further develop their understanding of scale graphs and number facts. While exploring data concepts, students should **P**ose a question, **C**ollect data, **A**nalyze data, and **I**nterpret data (PCAI). Students should be graphing data that is relevant to their lives

Example:

Pose a question: Student should come up with a question. What is the typical genre read in our class?

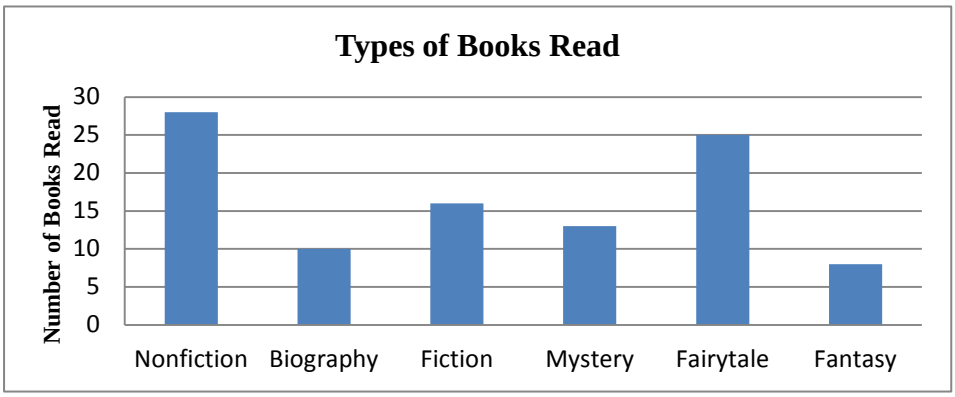
Collect and organize data: student survey

Pictographs: Scaled pictographs include symbols that represent multiple units. Below is an example of a pictograph with symbols that represent multiple units. Graphs should include a title, categories, category label, key, and data. How many more books did Juan read than Nancy?

Number of Books Read	
Nancy	

Juan	
 = 5 books	

Single Bar Graphs: Students use both horizontal and vertical bar graphs. Bar graphs include a title, scale, scale label, categories, category label, and data.

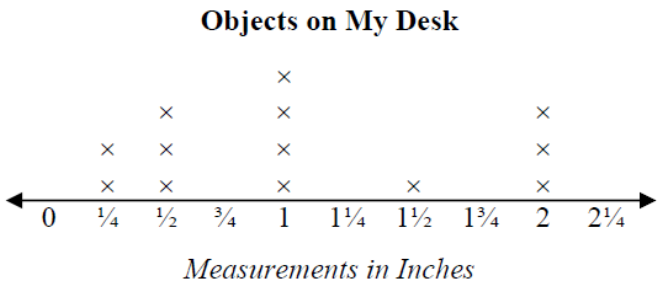


Analyze and Interpret data:

- How many more nonfiction books where read than fantasy books?
- Did more people read biography and mystery books or fiction and fantasy books?
- About how many books in all genres were read?
- Using the data from the graphs, what type of book was read more often than a mystery but less often than a fairytale?
- What interval was used for this scale?
- What can we say about types of books read? What is a typical type of book read?
- If you were to purchase a book for the class library which would be the best genre? Why?

MCC.3.MD.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.

Students in second grade measured length in whole units using both metric and U.S. customary systems. It is important to review with students how to read and use a standard ruler including details about halves and quarter marks on the ruler. Students should connect their understanding of fractions to measuring to one-half and one-quarter inch. Third graders need many opportunities measuring the length of various objects in their environment.This standard provides a context for students to work with fractions by measuring objects to a quarter of an inch.Example: Measure objects in your desk to the nearest ½ or ¼ of an inch, display data collected on a line plot. How many objects measured ¼? ½? etc. …



Common Misconceptions

Although intervals on a bar graph are not in single units, students count each square as one. To avoid this error, have students include tick marks between each interval. Students should begin each scale with 0. They should think of skip-counting when determining the value of a bar since the scale is not in single units.

MCC CLUSTER #3: GEOMETRIC MEASUREMENT – UNDERSTAND CONCEPTS OF AREA AND RELATE AREA TO MULTIPLICATION AND TO ADDITION.

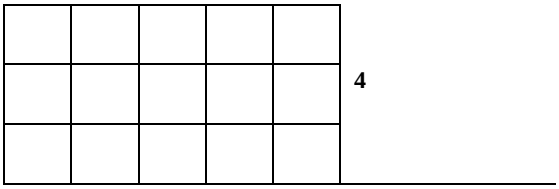
Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: attribute, area, square unit, plane figure, gap, overlap, square cm, square m , square in., square ft, nonstandard units, tiling, side length, decomposing.

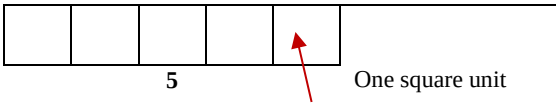
MCC.3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

These standards call for students to explore the concept of covering a region with "unit squares," which could include square tiles or shading on grid or graph paper.





MCC.3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

Students should be counting the square units to find the area could be done in metric, customary, or non-standard square units. Using different sized graph paper, students can explore the areas measured in square centimeters and square inches.

MCC.3.MD.7 Relate area to the operations of multiplication and addition.
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

Students should tile rectangles then multiply their side lengths to show it is the same.

To find the area, one could count the squares or multiply $3 \times 4 = 12$.

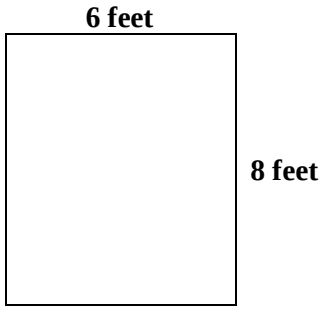
1	2	3	4
5	6	6	8
9	10	11	12

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

Students should solve real world and mathematical problems

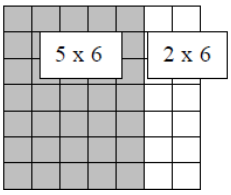
Example:

Drew wants to tile the bathroom floor using 1 foot tiles. How many square foot tiles will he need?

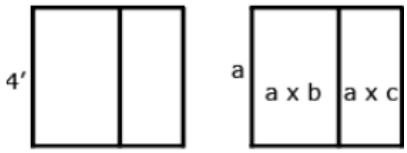


c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.

This standard extends students' work with the distributive property. For example, in the picture below the area of a 7×6 figure can be determined by finding the area of a 5×6 and 2×6 and adding the two sums.



Example:



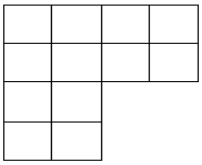
$4 \times 3 + 4 \times 2 = 20$

$4 (3 + 2) = 20$

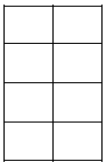
$4 \times 5 = 20$

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

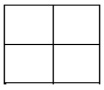
This standard uses the word rectilinear. A rectilinear figure is a polygon that has all right angles.



How could this figure be decomposed to help find the area?



This portion of the decomposed figure is a 4 x 2.

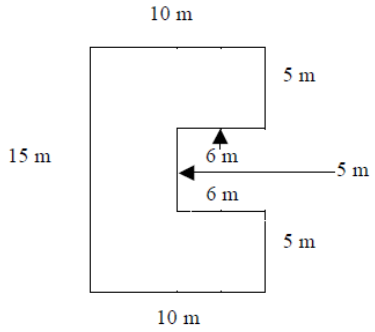


This portion of the decomposed figure is 2 x 2.

$4 \times 2 = 8$ and $2 \times 2 = 4$
So $8 + 4 = 12$
Therefore the total area of this figure is 12 square units

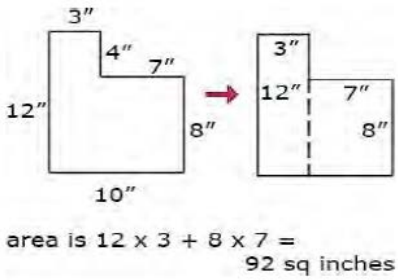
Example:

A storage shed is pictured below. What is the total area? How could the figure be decomposed to help find the area?



Example:

Students can decompose a rectilinear figure into different rectangles. They find the area of the figure by adding the areas of each of the rectangles together.



Common Misconceptions

Students may confuse perimeter and area when they measure the sides of a rectangle and then multiply. They think the attribute they find is length, which is perimeter. Pose problems situations that require students to explain whether they are to find the perimeter or area.

MCC CLUSTER #4: GEOMETRIC MEASUREMENT – RECOGNIZE PERIMETER AS AN ATTRIBUTE OF PLANE FIGURES AND DISTINGUISH BETWEEN LINEAR AND AREA MEASURES.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***attribute, perimeter, plane figure, linear, area, polygon, side length.***

MCC.3.MD.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.

Students develop an understanding of the concept of perimeter by walking around the perimeter of a room, using rubber bands to represent the perimeter of a plane figure on a geoboard, or

tracing around a shape on an interactive whiteboard. They find the perimeter of objects; use addition to find perimeters; and recognize the patterns that exist when finding the sum of the lengths and widths of rectangles.

Students use geoboards, tiles, and graph paper to find all the possible rectangles that have a given perimeter (e.g., find the rectangles with a perimeter of 14 cm.) They record all the possibilities using dot or graph paper, compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles. Given a perimeter and a length or width, students use objects or pictures to find the missing length or width. They justify and communicate their solutions using words, diagrams, pictures, numbers, and an interactive whiteboard.

Students use geoboards, tiles, graph paper, or technology to find all the possible rectangles with a given area (e.g. find the rectangles that have an area of 12 square units.) They record all the possibilities using dot or graph paper, compile the possibilities into an organized list or a table, and determine whether they have all the possible rectangles. Students then investigate the perimeter of the rectangles with an area of 12.

Area	Length	Width	Perimeter
12 sq. in.	1 in.	12 in.	26 in.
12 sq. in.	2 in.	6 in.	16 in.
12 sq. in	3 in.	4 in.	14 in.
12 sq. in	4 in.	3 in.	14 in.
12 sq. in	6 in.	2 in.	16 in.
12 sq. in	12 in.	1 in.	26 in.

The patterns in the chart allow the students to identify the factors of 12, connect the results to the commutative property, and discuss the differences in perimeter within the same area. This chart can also be used to investigate rectangles with the same perimeter. It is important to include squares in the investigation.

Common Misconceptions

Students think that when they are presented with a drawing of a rectangle with only two of the side lengths shown or a problem situation with only two of the side lengths provided, these are the only dimensions they should add to find the perimeter. Encourage students to include the appropriate dimensions on the other sides of the rectangle. With problem situations, encourage students to make a drawing to represent the situation in order to find the perimeter.

GEOMETRY (G)

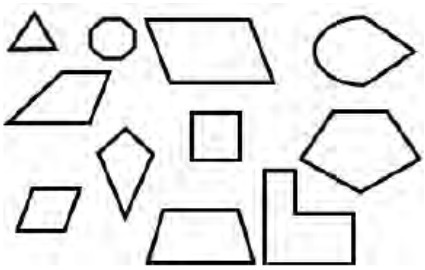
MCC CLUSTER: REASON WITH SHAPES AND THEIR ATTRIBUTES.

Students describe, analyze, and compare properties of two dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: attributes, properties, quadrilateral, open figure, closed figure , three-sided, 2-dimensional, 3-dimensional, rhombi, rectangles, and squares are subcategories of quadrilaterals, cubes, cones, cylinders, and rectangular prisms are subcategories of 3-dimensional

figures shapes: polygon, rhombus/rhombi, rectangle, square, partition, unit fraction. From previous grades: triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle, cone, cylinder, sphere.

MCC.3.G.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.

In second grade, students identify and draw triangles, quadrilaterals, pentagons, and hexagons. Third graders build on this experience and further investigate quadrilaterals (technology may be used during this exploration). Students recognize shapes that are and are not quadrilaterals by examining the properties of the geometric figures. They conceptualize that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides. Students should be encouraged to provide details and use proper vocabulary when describing the properties of quadrilaterals. They sort geometric figures (see examples below) and identify squares, rectangles, and rhombuses as quadrilaterals.



Students should classify shapes by attributes and drawing shapes that fit specific categories. For example, parallelograms include: squares, rectangles, rhombi, or other shapes that have two pairs of parallel sides. Also, the broad category quadrilaterals include all types of parallelograms, trapezoids and other four-sided figures.

Example:

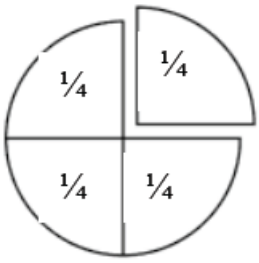
Draw a picture of a quadrilateral. Draw a picture of a rhombus. How are they alike? How are they different? Is a quadrilateral a rhombus? Is a rhombus a quadrilateral? Justify your thinking.

MCC.3.G.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.***

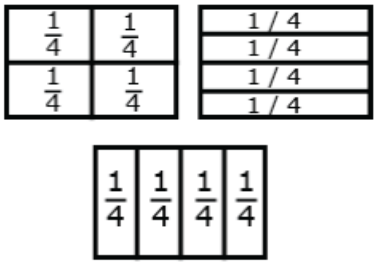
This standard builds on students' work with fractions and area. Students are responsible for partitioning shapes into halves, thirds, fourths, sixths and eighths.

Example:

This figure was partitioned/divided into four equal parts. Each part is ¼ of the total area of the figure.



Given a shape, students partition it into equal parts, recognizing that these parts all have the same area. They identify the fractional name of each part and are able to partition a shape into parts with equal areas in several different ways.



Common Misconceptions

Students may identify a square as a “nonrectangle” or a “nonrhombus” based on limited images they see. They do not recognize that a square is a rectangle because it has all of the properties of a rectangle. They may list properties of each shape separately, but not see the interrelationships between the shapes. For example, students do not look at the properties of a square that are characteristic of other figures as well. Using straws to make four congruent figures have students change the angles to see the relationships between a rhombus and a square. As students develop definitions for these shapes, relationships between the properties will be understood.

Table 1

Common Addition and Subtraction Situations

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3
	Total Unknown	**Addend Unknown**	**Both Addends Unknown**[3]
Put together/ Take apart[4]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare[5]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[3] Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

[4] These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.

[5] For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

Table 2

Common Multiplication and Division Situations

The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

	Unknown Product	Group Size Unknown ("How many in each group? Division)	Number of Groups Unknown ("How many groups?" Division)
	3 × 6 = ?	**3 × ? – 18, and 18 ÷3 = ?**	**? × 6 = 18, and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays[6], Area[7]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example*. What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	$a \times b = ?$	$a \times ? = p$, and $p \div a = ?$	$? \times b = p$, and $p \div b = ?$

[6] The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

[7] Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

CCGPS
4th Grade
Grade Level Overview

Mathematics

Fourth Grade

Grade Level Overview

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards
Fourth Grade

Common Core Georgia Performance Standards: Curriculum Map							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Whole Numbers, Place Value and Rounding in Computation	**Multiplication and Division of Whole Numbers**	**Fraction Equivalents**	**Operations with Fractions**	**Fractions and Decimals**	**Geometry**	**Measurement**	**Show What We Know**
MCC4.NBT.1 MCC4.NBT.2 MCC4.NBT.3 MCC4.NBT.4 MCC4.OA.3	**MCC4.OA.1 MCC4.OA.2 MCC4.OA.3 MCC4.OA.4 MCC4.OA.5 MCC4.NBT.5 MCC4.NBT.6**	**MCC4.NF.1 MCC4.NF.2**	**MCC4.NF.3 MCC4.NF.4**	**MCC4.NF.5 MCC4.NF.6 MCC4.NF.7**	**MCC4.G.1 MCC4.G.2 MCC4.G.3**	**MCC4.MD.1 MCC4.MD.2 MCC4.MD.3 MCC4.MD.4 MCC4.MD.5 MCC4.MD.6 MCC4.MD.7**	**ALL**
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.							

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 3-5 Key: G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, NF = Number and Operations, Fractions, OA = Operations and Algebraic Thinking.

CONTENT STANDARDS

Operations and Algebraic Thinking

CLUSTER #1: USE THE FOUR OPERATIONS WITH WHOLE NUMBERS TO SOLVE PROBLEMS.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***multiplication/multiply, division/divide, addition/add, subtraction/subtract, equations, unknown, remainders, reasonableness, mental computation, estimation, rounding.***

MCC.4.OA.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.

A *multiplicative comparison* is a situation in which one quantity is multiplied by a specified number to get another quantity (e.g., "*a* is *n* times as much as *b*"). Students should be able to identify and verbalize which quantity is being multiplied and which number tells how many times.
Students should be given opportunities to write and identify equations and statements for multiplicative comparisons.

Examples:
5 x 8 = 40: Sally is five years old. Her mom is eight times older. How old is Sally's Mom?
5 x 5 = 25: Sally has five times as many pencils as Mary. If Sally has 5 pencils, how many does Mary have?

MCC.4.OA.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, distinguishing multiplicative comparison from additive comparison.

This standard calls for students to translate comparative situations into equations with an unknown and solve. Students need many opportunities to solve contextual problems. Refer Table 2, included at the end of this document, for more examples.
Examples:

- **Unknown Product:** A blue scarf costs $3. A red scarf costs 6 times as much. How much does the red scarf cost? *(3 × 6 = p)*
- **Group Size Unknown:** A book costs $18. That is 3 times more than a DVD. How much does a DVD cost? *(18 ÷ p = 3 or 3 × p = 18)*
- **Number of Groups Unknown:** A red scarf costs $18. A blue scarf costs $6. How many times as much does the red scarf cost compared to the blue scarf? *(18 ÷ 6 = p or 6 × p = 18)*

When distinguishing multiplicative comparison from additive comparison, students should note the following.

- Additive comparisons focus on the difference between two quantities.
    - For example, Deb has 3 apples and Karen has 5 apples. How many more apples does Karen have?
    - A simple way to remember this is, "How many more?"
- Multiplicative comparisons focus on comparing two quantities by showing that one quantity is a specified number of times larger or smaller than the other.
    - For example, Deb ran 3 miles. Karen ran 5 times as many miles as Deb. How many miles did Karen run?

  A simple way to remember this is "How many times as much?" or "How many times as many?"

MCC.4.OA.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.

The focus in this standard is to have students use and discuss various strategies. It refers to estimation strategies, including using compatible numbers (numbers that sum to 10 or 100) or rounding. Problems should be structured so that all acceptable estimation strategies will arrive at a reasonable answer. Students need many opportunities solving multistep story problems using all four operations.
Example 1:
On a vacation, your family travels 267 miles on the first day, 194 miles on the second day and 34 miles on the third day. How many miles did they travel total?
Some typical estimation strategies for this problem are shown below.

Student 1	**Student 2**	**Student 3**
I first thought about 267 and 34. I noticed that their sum is about 300. Then I knew that 194 is close to 200. When I put 300 and 200 together, I get 500.	I first thought about 194. It is really close to 200. I also have 2 hundreds in 267. That gives me a total of 4 hundreds. Then I have 67 in 267 and the 34. When I put 67 and 34 together that is really close to 100. When I add that hundred to the 4 hundreds that I already had, I end up with 500.	I rounded 267 to 300. I rounded 194 to 200. I rounded 34 to 30. When I added 300, 200, and 30, I know my answer will be about 530.

The assessment of estimation strategies should only have one reasonable answer (500 or 530), or a range (between 500 and 550). Problems will be structured so that all acceptable estimation strategies will arrive at a reasonable answer.

Example 2:

Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each container. Sarah wheels in 6 packs with 6 bottles in each container. About how many bottles of water still need to be collected?

Student 1	**Student 2**
First I multiplied 3 and 6 which equals 18. Then I multiplied 6 and 6 which is 36. I know 18 plus 36 is about 50. I'm trying to get to 300. 50 plus another 50 is 100. Then I need 2 more hundreds. So we still need 250 bottles.	First I multiplied 3 and 6 which equals 18. Then I multiplied 6 and 6 which is 36. I know 18 is about 20 and 36 is about 40. 40 + 20 = 60. 300 – 60 = 240, so we need about 240 more bottles.

This standard references interpreting remainders. Remainders should be put into context for interpretation. Ways to address remainders:

- Remain as a left over
- Partitioned into fractions or decimals
- Discarded leaving only the whole number answer
- Increase the whole number answer up one
- Round to the nearest whole number for an approximate result

Example:
Write different word problems involving **44 ÷ 6 = ?** where the answers are best represented as:

- Problem A: 7
- Problem B: 7 r 2
- Problem C: 8
- Problem D: 7 or 8
- Problem E: $7\ ^{2}/_{6}$

Possible solutions:

- Problem **A: 7.**
  Mary had 44 pencils. Six pencils fit into each of her pencil pouches. How many pouches did she fill? 44 ÷ *6 = p; p = 7 r 2. Mary can fill 7 pouches completely.*

- Problem **B: 7 r 2.**
  Mary had 44 pencils. Six pencils fit into each of her pencil pouches. How many pouches could she fill and how many pencils would she have left? 44 ÷ *6 = p; p = 7 r 2; Mary can fill 7 pouches and have 2 left over.*

- Problem **C: 8.**
  Mary had 44 pencils. Six pencils fit into each of her pencil pouches. What would the fewest number of pouches she would need in order to hold all of her pencils? 44 ÷ *6 = p; p = 7 r 2; Mary can needs 8 pouches to hold all of the pencils.*

- Problem **D: 7 or 8.**
  Mary had 44 pencils. She divided them equally among her friends before giving one of the leftovers to each of her friends. How many pencils could her friends have received? *44 ÷ 6 = p; p = 7 r 2; Some of her friends received 7 pencils. Two friends received 8 pencils.*

- Problem **E: $7^2/_6$.**
  Mary had 44 pencils and put six pencils in each pouch. What fraction represents the number of pouches that Mary filled? *44 ÷ 6 = p; p =* **$7^2/_6$**
  Example:
  There are 128 students going on a field trip. If each bus held 30 students, how many buses are needed? *(128 ÷ 30 = b; b = 4 R 8; They will need 5 buses because 4 busses would not hold all of the students).*
  Students need to realize in problems, such as the example above, that an extra bus is needed for the 8 students that are left over. Estimation skills include identifying when estimation is appropriate, determining the level of accuracy needed, selecting the appropriate method of estimation, and verifying solutions or determining the reasonableness of situations using various estimation strategies. Estimation strategies include, but are not limited to the following.

- **Front-end estimation with adjusting** (Using the highest place value and estimating from the front end, making adjustments to the estimate by taking into account the remaining amounts)

- **Clustering around an average** (When the values are close together an average value is selected and multiplied by the number of values to determine an estimate.)

- **Rounding and adjusting** (Students round down or round up and then adjust their estimate depending on how much the rounding affected the original values.)

- **Using friendly or compatible numbers such as factors** (Students seek to fit numbers together; e.g., rounding to factors and grouping numbers together that have round sums like 100 or 1000.)

- **Using benchmark numbers that are easy to compute** (Students select close whole numbers for fractions or decimals to determine an estimate.)

<u>CLUSTER #2:</u> GAIN FAMILIARITY WITH FACTORS AND MULTIPLES.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***multiplication/multiply, division/divide, factor pairs, factor, multiple, prime, composite.***

MCC.4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

This standard requires students to demonstrate understanding of factors and multiples of whole numbers. This standard also refers to prime and composite numbers. Prime numbers have exactly two factors, the number one and their own number. For example, the number 17 has the factors of 1 and 17. Composite numbers have more than two factors. For example, 8 has the factors 1, 2, 4, and 8.

Common Misconceptions

A common misconception is that the number 1 is prime, when in fact; it is neither prime nor composite. Another common misconception is that all prime numbers are odd numbers. This is not true, since the number 2 has only 2 factors, 1 and 2, and is also an even number.

When listing multiples of numbers, students may not list the number itself. Emphasize that the smallest multiple is the number itself.

Some students may think that larger numbers have more factors. Having students share all factor pairs and how they found them will clear up this misconception.

Prime vs. Composite:

- A prime number is a number greater than 1 that has only 2 factors, 1 and itself.
- Composite numbers have more than 2 factors.
  Students investigate whether numbers are prime or composite by
- Building rectangles (arrays) with the given area and finding which numbers have more than two rectangles (e.g., 7 can be made into only 2 rectangles, 1×7 and 7×1, therefore it is a prime number).
- Finding factors of the number.
  Students should understand the process of finding factor pairs so they can do this for any number 1-100.
  Example:
  Factor pairs for 96: 1 and 96, 2 and 48, 3 and 32, 4 and 24, 6 and 16, 8 and 12.

Multiples can be thought of as the result of skip counting by each of the factors. When skip counting, students should be able to identify the number of factors counted e.g., 5, 10, 15, 20 (there are 4 fives in 20).

Example:
Factors of 24: 1, 2, 3, 4, 6,8, 12, 24
Multiples: 1, 2, 3, 4, 5, … , 24
2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24
3, 6, 9, 12, 15, 15, 21, 24
4, 8, 12, 16, 20, 24
8, 16, 24
12, 24
24

To determine if a number between 1-100 is a multiple of a given one-digit number, some helpful hints include the following:

- All even numbers are multiples of 2.
- All even numbers that can be halved twice (with a whole number result) are multiples of 4.
- All numbers ending in 0 or 5 are multiples of 5.

CLUSTER #3: GENERATE AND ANALYZE PATTERNS.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***pattern (number or shape), pattern rule.***

MCC.4.OA.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.***

Patterns involving numbers or symbols either repeat or grow. Students need multiple opportunities creating and extending number and shape patterns. Numerical patterns allow students to reinforce facts and develop fluency with operations.

Patterns and rules are related. A pattern is a sequence that repeats the same process over and over. A rule dictates what that process will look like. Students investigate different patterns to find rules, identify features in the patterns, and justify the reason for those features.

Example:

Pattern	Rule	Feature(s)
3, 8, 13, 18, 23,28, .	Start with 3; add 5	The numbers alternately end with a 3 or an 8
5, 10, 15, 20, …	Start with 5; add 5	The numbers are multiples of 5 and end with either 0 or 5. The numbers that 3nd with 5 are products of 5 and an odd number. The numbers that end in 0 are products of 5 and an even number.

After students have identified rules and features from patterns, they need to generate a numerical or shape pattern from a given rule.

Example:

Rule: Starting at 1, create a pattern that starts at 1 and multiplies each number by 3. Stop when you have 6 numbers.

Students write 1, 3, 9, 27, 8, 243. Students notice that all the numbers are odd and that the sums of the digits of the 2 digit numbers are each 9. Some students might investigate this beyond 6 numbers. Another feature to investigate is the patterns in the differences of the numbers ($3 - 1 = 2$, $9 - 3 = 6$, $27 - 9 = 18$, etc.).

This standard calls for students to describe features of an arithmetic number pattern or shape pattern by identifying the rule, and features that are not explicit in the rule. A t-chart is a tool to help students see number patterns.

Example:

There are 4 beans in the jar. Each day 3 beans are added. How many beans are in the jar for each of the first 5 days?

Day	Operation	Beans
0	$3 \times 0 + 4$	4

1	$3 \times 1 + 4$	7
2	$3 \times 2 + 4$	10
3	$3 \times 3 + 4$	13
4	$3 \times 4 + 4$	16
5	$3 \times 5 + 4$	19

Number and Operation in Base Ten

<u>CLUSTER #1</u>: GENERALIZE PLACE VALUE UNDERSTANDING FOR MULTI-DIGIT WHOLE NUMBERS.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***place value, greater than, less than, equal to, ‹, ›, =, comparisons/compare, round.***

MCC.4.NBT.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.***

This standard calls for students to extend their understanding of place value related to multiplying and dividing by multiples of 10. In this standard, students should reason about the magnitude of digits in a number. Students should be given opportunities to reason and analyze the relationships of numbers that they are working with.

Example:
How is the 2 in the number 582 similar to and different from the 2 in the number 528?

MCC.4.NBT.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.

This standard refers to various ways to write numbers. Students should have flexibility with the different number forms. Traditional expanded form is 285 = 200 + 80 + 5. Written form is two hundred eighty-five. However, students should have opportunities to explore the idea that 285 could also be 28 tens plus 5 ones or 1 hundred, 18 tens, and 5 ones.

Students should also be able to compare two multi-digit whole numbers using appropriate symbols.

MCC.4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

This standard refers to place value understanding, which extends beyond an algorithm or procedure for rounding. The expectation is that students have a deep understanding of place value and number sense and can explain and reason about the answers they get when they round.

Students should have numerous experiences using a number line and a hundreds chart as tools to support their work with rounding.

Example:
Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each container. Sarah wheels in 6 packs with 6 bottles in each container. About how many bottles of water still need to be collected?

Student 1	**Student 2**
First, I multiplied 3 and 6 which equals 18. Then I multiplied 6 and 6 which is 36. I know 18 plus 36 is about 50. I'm trying to get to 300. 50 plus another 50 is 100. Then I need 2 more hundreds. So we still need 250 bottles.	First, I multiplied 3 and 6 which equals 18. Then I multiplied 6 and 6 which is 36. I know 18 is about 20 and 36 is about 40. 40 + 20 = 60. 300 – 60 = 2040, so we need about 240 more bottles.

Example:
On a vacation, your family travels 267 miles on the first day, 194 miles on the second day and 34 miles on the third day. How many total miles did your family travel?
Some typical estimation strategies for this problem:

Student 1	**Student 2**	**Student 3**
I first thought about 276 and 34. I noticed that their sum is about 300. Then I knew that 194 is close to 200. When I put 300 and 200 together, I get 500.	I first thought about 194. It is really close to 200. I also have 2 hundreds in 267. That gives me a total of 4 hundreds. Then I have 67 in 267 and the 34. When I put 67 and 34 together that is really close to 100. When I add that hundred to the 4 hundreds that I already had, I end up with 500.	I rounded 267 to 300. I rounded 194 to 200. I rounded 34 to 30. When I added 300, 200, and 30, I know my answer will be about 530.

Example:
Round 368 to the nearest hundred.
This will either be 300 or 400, since those are the two hundreds before and after 368. Draw a number line, subdivide it as much as necessary, and determine whether 368 is closer to 300 or 400. Since 368 is closer to 400, this number should be rounded to 400.



Common Misconceptions

There are several misconceptions students may have about writing numerals from verbal descriptions. Numbers like one thousand do not cause a problem; however a number like one thousand two causes problems for students. Many students will understand the 1000 and the 2 but then instead of placing the 2 in the ones place, students will write the numbers as they hear them, 10002 (ten thousand two). There are multiple strategies that can be used to assist with this concept, including place-value boxes and vertical-addition method.

Students often assume that the first digit of a multi-digit number indicates the "greatness" of a number. The assumption is made that 954 is greater than 1002 because students are focusing on the first digit instead of the number as a whole.

Students need to be aware of the greatest place value. In this example, there is one number with the lead digit in the thousands and another number with its lead digit in the hundreds.

<u>CLUSTER #2</u>: USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC.

Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***partition(ed), fraction, unit fraction, equivalent, multiple, reason, denominator, numerator, comparison/compare, ‹, ›, =, benchmark fraction.***

MCC.4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Students build on their understanding of addition and subtraction, their use of place value and their flexibility with multiple strategies to make sense of the standard algorithm. They continue to use place value in describing and justifying the processes they use to add and subtract.

This standard refers to fluency, which means accuracy, efficiency (using a reasonable amount of steps and time), and flexibility (using a variety strategies such as the distributive property). This is the first grade level in which students are expected to be proficient at using the standard algorithm to add and subtract. However, other previously learned strategies are still appropriate for students to use.

When students begin using the standard algorithm their explanation may be quite lengthy. After much practice with using place value to justify their steps, they will develop fluency with the algorithm. Students should be able to explain why the algorithm works.

Example: 3892
+ 1567

Student explanation for this problem:

1. Two ones plus seven ones is nine ones.
2. Nine tens plus six tens is 15 tens.
3. I am going to write down five tens and think of the10 tens as one more hundred.(*Denotes with a 1 above the hundreds column*)
4. Eight hundreds plus five hundreds plus the extra hundred from adding the tens is 14 hundreds.
5. I am going to write the four hundreds and think of the 10 hundreds as one more 1000. (*Denotes with a 1 above the thousands column*)
6. Three thousands plus one thousand plus the extra thousand from the hundreds is five thousand.

Example: 3546
– 928

Student explanations for this problem:

1. There are not enough ones to take 8 ones from 6 ones so I have to use one ten as 10 ones. Now I have 3 tens and 16 ones. (*Marks through the 4 and notates with a 3 above the 4 and writes a 1 above the ones column to be represented as 16 ones.*)
2. Sixteen ones minus 8 ones is 8 ones. (*Writes an 8 in the ones column of answer.*)
3. Three tens minus 2 tens is one ten. (*Writes a 1 in the tens column of answer.*)
4. There are not enough hundreds to take 9 hundreds from 5 hundreds so I have to use one thousand as 10 hundreds. (*Marks through the 3 and notates with a 2 above it. Writes down a 1 above the hundreds column.*) Now I have 2 thousand and 15 hundreds.
5. Fifteen hundreds minus 9 hundreds is 6 hundreds. (*Writes a 6 in the hundreds column of the answer*.)
6. I have 2 thousands left since I did not have to take away any thousands. (*Writes 2 in the thousands place of answer.*)

Students should know that it is mathematically possible to subtract a larger number from a smaller number but that their work with whole numbers does not allow this as the difference would result in a negative number.

MCC.4.NBT.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.

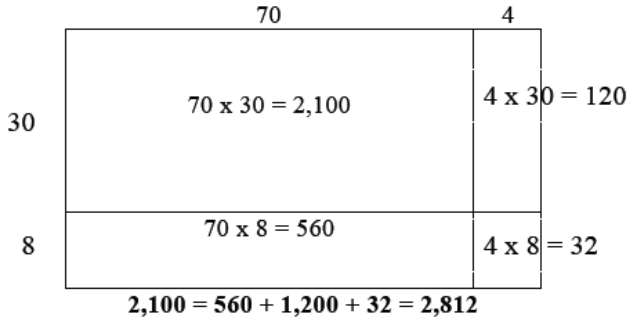
Students who develop flexibility in breaking numbers apart have a better understanding of the importance of place value and the distributive property in multi-digit multiplication. Students use base ten blocks, area models, partitioning, compensation strategies, etc. when multiplying whole numbers and use words and diagrams to explain their thinking. They use the terms factor and product when communicating their reasoning. Multiple strategies enable students to develop fluency with multiplication and transfer that understanding to division. **Use of the standard algorithm for multiplication is an expectation in the 5th grade.**

This standard calls for students to multiply numbers using a variety of strategies.

Example:
There are 25 dozen cookies in the bakery. What is the total number of cookies at the bakery?

Student 1	**Student 2**	**Student 3**
25 × 12 I broke 12 up into 10 and 2. 25 × 10 = 250 25 × 2 = 50 250 + 50 = 300	25 × 12 I broke 25 into 5 groups of 5. 5 × 12 = 60 I have 5 groups of 5 in 25. 60 × 5 = 300	25 × 12 I doubled 25 and cut 12 in half to get 50 × 6. 50 × 6 = 300

Example:
What would an array area model of 74 x 38 look like?

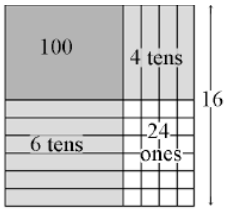


Examples:
To illustrate 154 × 6, students use base 10 blocks or use drawings to show 154 six times. Seeing 154 six times will lead them to understand the distributive property,
154 × 6 = (100 + 50 + 4) × 6
= (100 × 6) + (50 × 6) + (4 × 6)

=600 + 300 + 24 = 924.

The area model below shows the partial products for 14 x 16 = 224.
Using the area model, students first verbalize their understanding:

- 10 × 10 is 100
- 4 × 10 is 40
- 10 × 6 is 60, and
- 4 × 6 is 24.



Students use different strategies to record this type of thinking.

Students explain this strategy and the one below with base 10 blocks, drawings, or numbers.

25
× 24
400 (20 × 20)
100 (20 × 5)
80 (4 × 20)
20 (4 × 5)
600

MCC.4.NBT.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 the calculation by using equations, rectangular arrays, and/or area models.

In fourth grade, students build on their third grade work with division within 100. Students need opportunities to develop their understandings by using problems in and out of context.
Example:
A 4th grade teacher bought 4 new pencil boxes. She has 260 pencils. She wants to put the pencils in the boxes so that each box has the same number of pencils. How many pencils will there be in each box?

- **Using Base 10 Blocks:** Students build 260 with base 10 blocks and distribute them into 4 equal groups. Some students may need to trade the 2 hundreds for tens but others may easily recognize that 200 divided by 4 is 50.
- **Using Place Value:** 260 ÷ 4 = (200 ÷ 4) + (60 ÷ 4)
- **Using Multiplication:** 4 × 50 = 200, 4 × 10 = 40, 4 × 5 = 20; 50 + 10 + 5 = 65; so 260 ÷ 4 = 65

This standard calls for students to explore division through various strategies.
Example:
There are 592 students participating in Field Day. They are put into teams of 8 for the competition. How many teams get created?

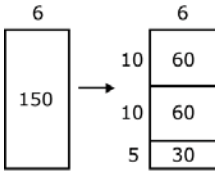
Student 1	**Student 2**	**Student 3**
592 divided by 8 There are 70 eights in 560. 592 – 560 = 32 There are 4 eights in 32. 70 + 4 = 74	592 divided by 8 I know that 10 eights is 80. If I take out 50 eights that is 400. 592 – 400 = 192 I can take out 20 more eights which is 160. 192 – 160 = 32 8 goes into 32 four times. I have none left. I took out 50, then 20 more, then 4 more. That's 74.	I want to get to 592. 8 × 25 = 200 8 × 25 = 200 8 × 25 = 200 200 + 200 + 200 = 600 600 – 8 = 592 I had 75 groups of 8 and took one away, so there are 74 teams.

Example:

Using an Open Array or Area Model

After developing an understanding of using arrays to divide, students begin to use a more abstract model for division. This model connects to a recording process that will be formalized in the 5th grade.

1. 150 ÷ 6



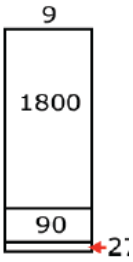
Students make a rectangle and write 6 on one of its sides. They express their understanding that they need to think of the rectangle as representing a total of 150.

1. Students think, "6 times what number is a number close to 150?" They recognize that 6 × 10 is 60 so they record 10 as a factor and partition the rectangle into 2 rectangles and label the area aligned to the factor of 10 with 60. They express that they have only used 60 of the 150 so they have 90 left.
2. Recognizing that there is another 60 in what is left, they repeat the process above. They express that they have used 120 of the 150 so they have 30 left.
3. Knowing that 6 × 5 is 30, they write 30 in the bottom area of the rectangle and record 5 as a factor.
4. Student express their calculations in various ways:
   a. 150
      –60 (6 × 10)
      90
      –60 (6 × 10)
      30
      –30 (6 × 5)
      0

   150 ÷ 6 = 10 + 10 + 5 = 25

b. $150 \div 6 = (60 \div 6) + (60 \div 6) + (30 \div 6) = 10 + 10 + 5 = 25$

2. 1917 ÷ 9



A student's description of his or her thinking may be:
I need to find out how many 9s are in 1917. I know that 200 x 9 is 1800. So if I use 1800 of the 1917, I have 117 left. I know that 9 x 10 is 90. So if I have 10 more 9s, I will have 27 left. I can make 3 more 9s. I have 200 nines, 10 nines and 3 nines. So I made 213 nines. 1917 ÷ 9 = 213.

Common Misconceptions

Often students mix up when to 'carry' and when to 'borrow'. Also students often do not notice the need of borrowing and just take the smaller digit from the larger one. Emphasize place value and the meaning of each of the digits.

Number and Operations- Fractions

<u>CLUSTER #1</u>: EXTEND UNDERSTANDING OF FRACTION EQUIVALENCE AND ORDERING.

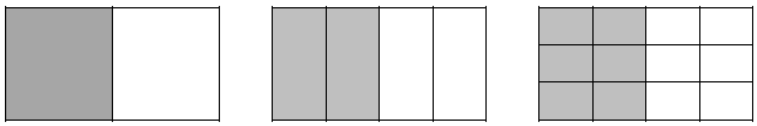
Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***partition(ed), fraction, unit fraction, equivalent, multiple, reason, denominator, numerator, comparison/compare, ‹, ›, =, benchmark fraction.***

MCC.4.NF.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.

This standard refers to visual fraction models. This includes area models, number lines or it could be a collection/set model. This standard extends the work in third grade by using additional denominators (5, 10, 12, and 100).

This standard addresses equivalent fractions by examining the idea that equivalent fractions can be created by multiplying both the numerator and denominator by the same number or by dividing a shaded region into various parts.

Example:



Technology Connection: http://illuminations.nctm.org/activitydetail.aspx?id=80

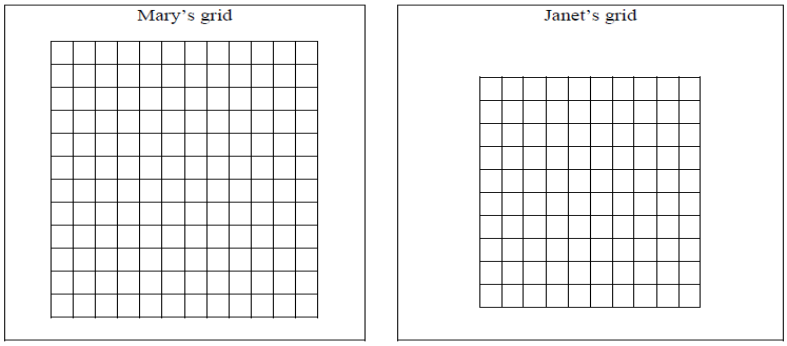
MCC.4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

This standard calls students to compare fractions by creating visual fraction models or finding common denominators or numerators. Students' experiences should focus on visual fraction models rather than algorithms. When tested, models may or may not be included. Students should learn to draw fraction models to help them compare. Students must also recognize that they must consider the size of the whole when comparing fractions (i.e., 1/2 and 1/8 of two medium pizzas is very different from 1/2 of one medium and 1/8 of one large).

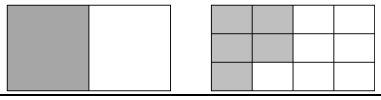
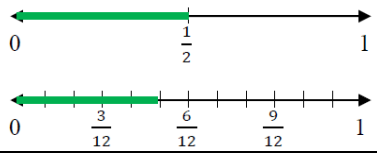
Example:
Use patterns blocks.

1. If a red trapezoid is one whole, which block shows 1/3?
2. If the blue rhombus is 1/3, which block shows one whole?
3. If the red trapezoid is one whole, which block shows 2/3?

Example:
Mary used a 12 × 12 grid to represent 1 and Janet used a 10 × 10 grid to represent 1. Each girl shaded grid squares to show ¼. How many grid squares did Mary shade? How many grid squares did Janet shade? Why did they need to shade different numbers of grid squares?
Possible solution: Mary shaded 36 grid squares; Janet shaded 25 grid squares. The total number of little squares is different in the two grids, so ¼ of each total number is different.

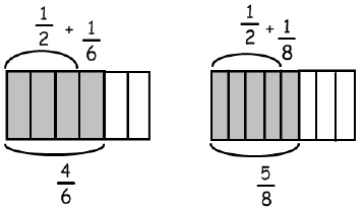


Example:
There are two cakes on the counter that are the same size. The first cake has 1/2 of it left. The second cake has 5/12 left. Which cake has more left?

Student 1: ***Area Model*** The first cake has more left over. The second cake has 5/12 left which is smaller than 1/2. 
Student 2: ***Number Line Model*** The first cake has more left over: 1/2 is bigger than 5/12. 
Student 3: ***Verbal Explanation*** I know that 6/12 equals 1/2, and 5/12 is less than 1/2. Therefore, the second cake has less left over than the first cake. The first cake has more left over.

Example:

When using the benchmark of $\frac{1}{2}$ to compare to$\frac{4}{6}$ and $\frac{5}{8}$, you could use diagrams such as these:



$\frac{4}{6}$ is $\frac{1}{6}$ larger than $\frac{1}{2}$, while $\frac{5}{8}$ is $\frac{1}{8}$ larger than $\frac{1}{2}$. Since $\frac{1}{6}$ is greater than $\frac{1}{8}$, $\frac{4}{6}$ is the greater fraction.

Common Misconceptions

Students think that when generating equivalent fractions they need to multiply or divide either the numerator or denominator, such as, changing 12 to sixths. They would multiply the denominator by 3 to get 16, instead of multiplying the numerator by 3 also. Their focus is only on the multiple of the denominator, not the whole fraction.
Students need to use a fraction in the form of one such as 33 so that the numerator and denominator do not contain the original numerator or denominator.

<u>CLUSTER #2</u>: BUILD FRACTIONS FROM UNIT FRACTIONS BY APPLYING AND EXTENDING PREVIOUS UNDERSTANDINGS OF OPERATIONS ON WHOLE NUMBERS.

Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***operations, addition/joining, subtraction/separating, fraction, unit fraction, equivalent, multiple, reason, denominator, numerator, decomposing, mixed number, rules about how numbers work (properties), multiply, multiple.***

MCC.4.NF.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

A fraction with a numerator of one is called a unit fraction. When students investigate fractions other than unit fractions, such as 2/3, they should be able to join (compose) or separate (decompose) the fractions of the same whole.

Example: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$

Being able to visualize this decomposition into unit fractions helps students when adding or subtracting fractions. Students need multiple opportunities to work with mixed numbers and be able to decompose them in more than one way. Students may use visual models to help develop this understanding.

Example: $1\frac{1}{4} - \frac{3}{4} = ?$ $\rightarrow$ $\frac{4}{4} + \frac{1}{4} = \frac{5}{4}$ $\rightarrow$ $\frac{5}{4} - \frac{3}{4} = \frac{2}{4}\ or\ \frac{1}{2}$

Example of word problem:

Mary and Lacey decide to share a pizza. Mary ate $\frac{3}{6}$ and Lacey ate $\frac{2}{6}$ of the pizza. How much of the pizza did the girls eat together?

Possible solution: The amount of pizza Mary ate can be thought of a $\frac{3}{6}$ or $\frac{1}{6} + \frac{1}{6} + \frac{1}{6}$. The amount of pizza Lacey ate can be thought of a $\frac{1}{6} + \frac{1}{6}$. The total amount of pizza they ate is $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$ or $\frac{5}{6}$ of the pizza. A fraction with a numerator of one is called a unit fraction. When students investigate fractions other than unit fractions, such as 2/3, they should be able to join (compose) or separate (decompose) the fractions of the same whole.

Example: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$

Being able to visualize this decomposition into unit fractions helps students when adding or subtracting fractions. Students need multiple opportunities to work with mixed numbers and be able to decompose them in more than one way. Students may use visual models to help develop this understanding.

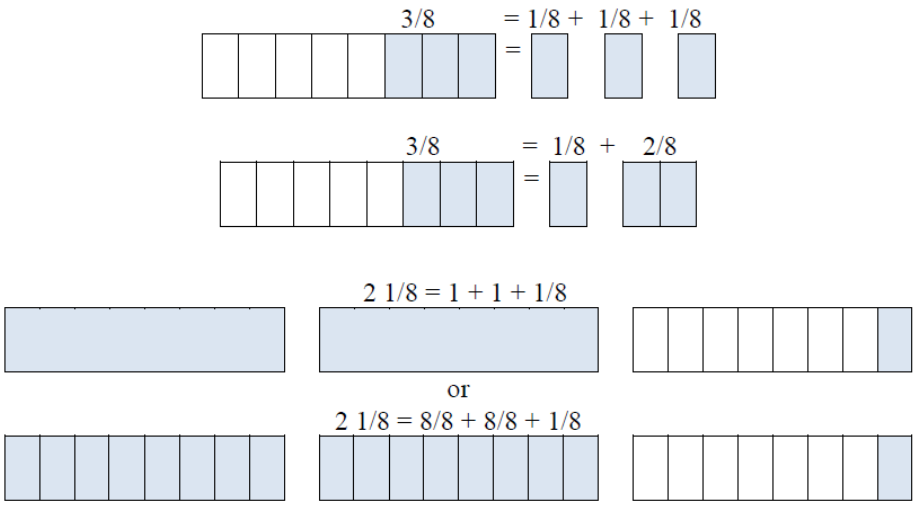
Example: $1\frac{1}{4} - \frac{3}{4} = ?$ $\rightarrow$ $\frac{4}{4} + \frac{1}{4} = \frac{5}{4}$ $\rightarrow$ $\frac{5}{4} - \frac{3}{4} = \frac{2}{4}\ or\ \frac{1}{2}$

Example of word problem:
Mary and Lacey decide to share a pizza. Mary ate $\frac{3}{6}$ and Lacey ate $\frac{2}{6}$ of the pizza. How much of the pizza did the girls eat together?
Possible solution: The amount of pizza Mary ate can be thought of a $\frac{3}{6}$ or $\frac{1}{6} + \frac{1}{6} + \frac{1}{6}$. The amount of pizza Lacey ate can be thought of a $\frac{1}{6} + \frac{1}{6}$. The total amount of pizza they ate is $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$ or $\frac{5}{6}$ of the pizza.

b. 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.*

Students should justify their breaking apart (decomposing) of fractions using visual fraction models. The concept of turning mixed numbers into improper fractions needs to be emphasized using visual fraction models.

Example:



c. 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.

A separate algorithm for mixed numbers in addition and subtraction is not necessary. Students will tend to add or subtract the whole numbers first and then work with the fractions using the same strategies they have applied to problems that contained only fractions.

Example:

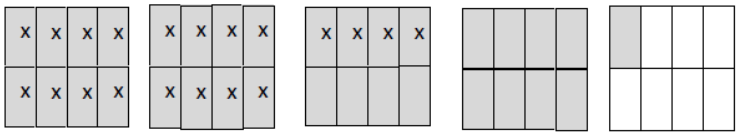
Susan and Maria need $8\frac{3}{8}$ feet of ribbon to package gift baskets. Susan has $3\frac{1}{8}$ feet of ribbon and Maria has $5\frac{3}{8}$ feet of ribbon. How much ribbon do they have altogether? Will it be enough to complete the project? Explain why or why not.

The student thinks: I can add the ribbon Susan has to the ribbon Maria has to find out how much ribbon they have altogether. Susan has $3\frac{1}{8}$ feet of ribbon and Maria has $5\frac{3}{8}$ feet of ribbon. I can write this as $3\frac{1}{8} + 5\frac{3}{8}$. I know they have 8 feet of ribbon by adding the 3 and 5. They also have $\frac{1}{8}$ and $\frac{3}{8}$ which makes a total of $\frac{4}{8}$ more. Altogether they have $8\frac{4}{8}$ feet of ribbon. $8\frac{4}{8}8$ is larger than $8\frac{3}{8}$ so they will have enough ribbon to complete the project. They will even have a little extra ribbon left: $\frac{1}{8}$ foot.

Example:

Trevor has $4\frac{1}{8}$ pizzas left over from his soccer party. After giving some pizza to his friend, he has $2\frac{4}{8}$ of a pizza left. How much pizza did Trevor give to his friend?

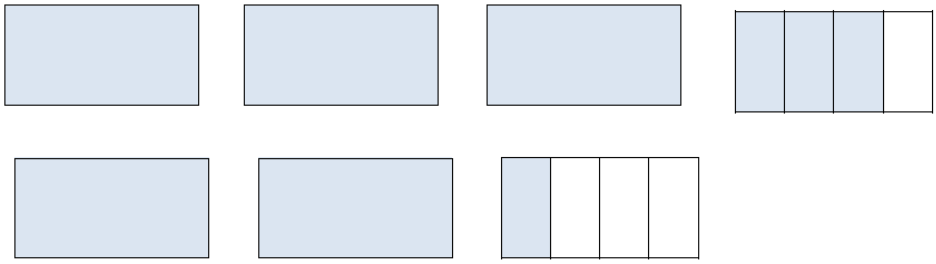
Possible solution: Trevor had $4\frac{1}{8}$ pizzas to start. This is $\frac{33}{8}$ of a pizza. The x's show the pizza he has left which is $2\frac{4}{8}$ pizzas or $\frac{20}{8}$ pizzas. The shaded rectangles without the x's are the pizza he gave to his friend which is $\frac{13}{8}$ or $1\frac{5}{8}$ pizzas.



Mixed numbers are introduced for the first time in 4th Grade. Students should have ample experiences of adding and subtracting mixed numbers where they work with mixed numbers or convert mixed numbers into improper fractions.

Example:

While solving the problem, $3\frac{3}{4} + 2\frac{1}{4}$, students could do the following:



Student 1:	$3 + 2 = 5$ and $\frac{3}{4} + \frac{1}{4} = 1$, so $5 + 1 = 6$.

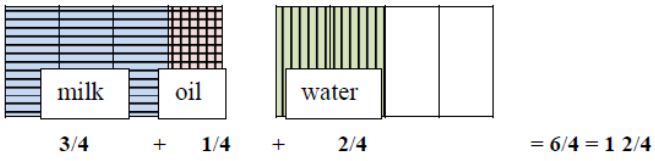
Student 2:	$3\frac{3}{4} + 2 = 5\frac{3}{4}$, so $5\frac{3}{4} + \frac{1}{4} = 6$.

Student 3:	$3\frac{3}{4} = \frac{15}{4}$ and $2\frac{1}{4} = \frac{9}{4}$, so $\frac{15}{4} + \frac{9}{4} = \frac{24}{4} = 6$.

d. 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.

Example:

A cake recipe calls for you to use $\frac{3}{4}$ cup of milk, $\frac{1}{4}$ cup of oil, and $\frac{2}{4}$ cup of water. How much liquid was needed to make the cake?

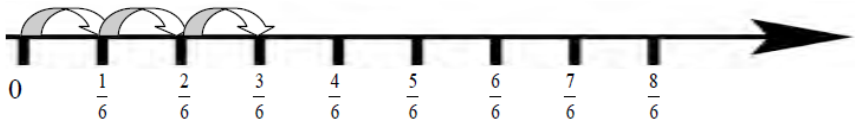


MCC.4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

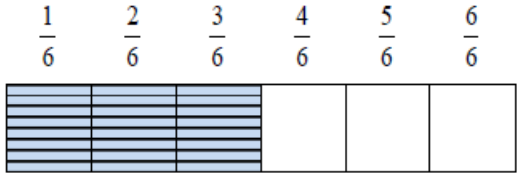
a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

This standard builds on students' work of adding fractions and extending that work into multiplication.
Example: $\frac{3}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = 3 \times \frac{1}{6}$

Number line:

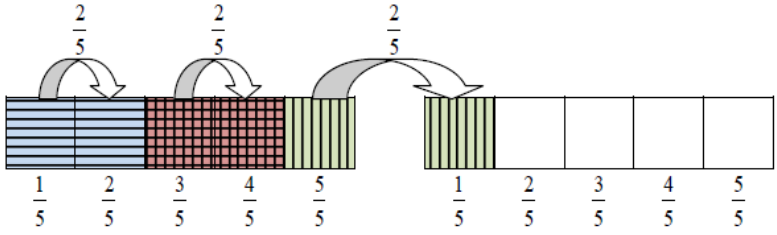


Area model:



b. 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.)*

This standard extended the idea of multiplication as repeated addition. For example, $3 \times \frac{2}{5} = \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5} = 6 \times \frac{1}{5}$.
Students are expected to use and create visual fraction models to multiply a whole number by a fraction.



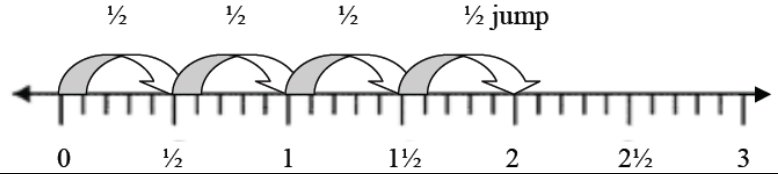
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

This standard calls for students to use visual fraction models to solve word problems related to multiplying a whole number by a fraction.

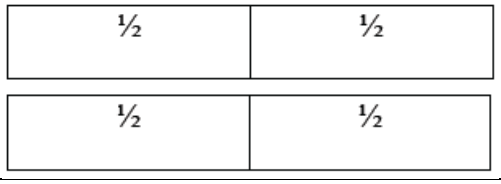
Example:

In a relay race, each runner runs ½ of a lap. If there are 4 team members how long is the race?

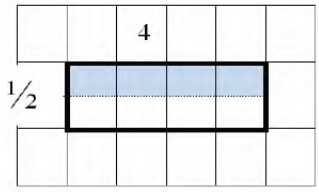
Student 1 – Draws a number line showing 4 jumps of ½:



Student 2 – Draws an area model showing 4 pieces of ½ joined together to equal 2:



Student 3 – Draws an area model representing 4 × ½ on a grid, dividing one row into ½ to represent the multiplier:



Example:

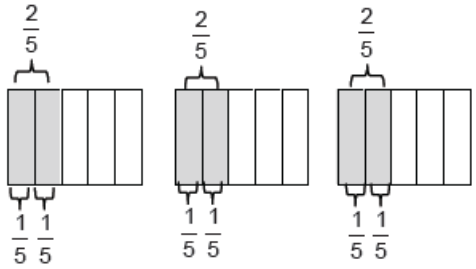
Heather bought 12 plums and ate $\frac{1}{3}$ of them. Paul bought 12 plums and ate $\frac{1}{4}$ of them. Which statement is true? Draw a model to explain your reasoning.

a. Heather and Paul ate the same number of plums.
b. Heather ate 4 plums and Paul ate 3 plums.
c. Heather ate 3 plums and Paul ate 4 plums.
d. Heather had 9 plums remaining.

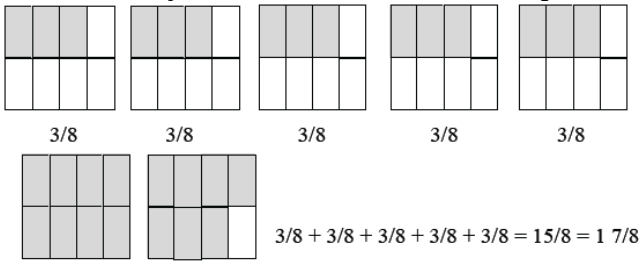
Examples:

Students need many opportunities to work with problems in context to understand the connections between models and corresponding equations. Contexts involving a whole number times a fraction lend themselves to modeling and examining patterns.

1. $3 \times \frac{2}{5} = 6 \times \frac{1}{5} = \frac{6}{5}$



2. If each person at a party eats $\frac{3}{8}$ of a pound of roast beef, and there are 5 people at the party, how many pounds of roast beef are needed? Between what two whole numbers does your answer lie?
A student may build a fraction model to represent this problem:



Common Misconceptions

Students think that it does not matter which model to use when finding the sum or difference of fractions. They may represent one fraction with a rectangle and the other fraction with a circle. They need to know that the models need to represent the same whole.

CLUSTER #4: UNDERSTAND DECIMAL NOTATION FOR FRACTIONS, AND COMPARE DECIMAL FRACTIONS.

*Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are**: fraction, numerator, denominator, equivalent, reasoning, decimals, tenths, hundreds, multiplication, comparisons/compare, ‹, ›, =.***

MCC.4.NF.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.[1] ***For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.***

This standard continues the work of equivalent fractions by having students change fractions with a 10 in the denominator into equivalent fractions that have a 100 in the denominator. In order to prepare for work with decimals (CCGPS.4.NF.6 and CCGPS.4.NF.7), experiences that allow

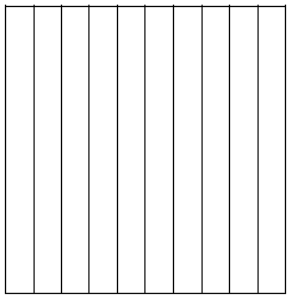
[1] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement for this grade.

students to shade decimal grids (10×10 grids) can support this work. Student experiences should focus on working with grids rather than algorithms. Students can also use base ten blocks and other place value models to explore the relationship between fractions with denominators of 10 and denominators of 100.

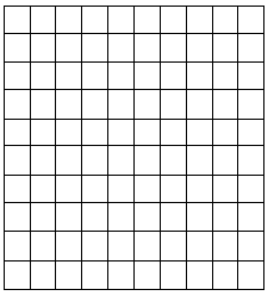
This work in 4th grade lays the foundation for performing operations with decimal numbers in 5th grade.

Ones	.	Tenths	Hundredths

Tenths Grid



Hundredths Grid

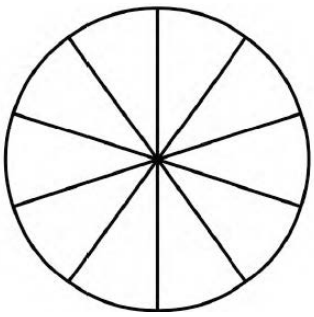


Example: .3 = 3 tenths = 3/10 .30 = 30 hundredths = 30/100

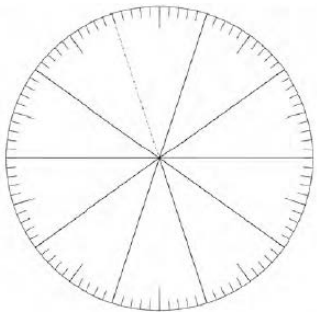
Example:

Represent 3 tenths and 30 hundredths on the models below.

Tenths circle



Hundredths circle



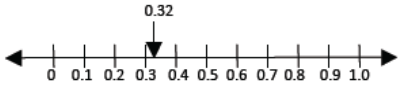
MCC.4.NF.6 Use decimal notation for fractions with denominators 10 or 100. ***For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.***

Decimals are introduced for the first time. Students should have ample opportunities to explore and reason about the idea that a number can be represented as both a fraction and a decimal.

Students make connections between fractions with denominators of 10 and 100 and the place value chart. By reading fraction names, students say $\frac{32}{100}$ as thirty-two hundredths and rewrite this as 0.32 or represent it on a place value model as shown on the following page.

Hundreds	Tens	Ones	•	Tenths	Hundredths
			•	3	2

Students use the representations explored in MCC.4.NF.5 to understand $\frac{32}{100}$ can be expanded to $\frac{3}{10}$ and $\frac{2}{100}$. Students represent values such as 0.32 or $\frac{32}{100}$ on a number line. $\frac{32}{100}$ is more than $\frac{30}{100}$ (or $\frac{3}{10}$) and less than $\frac{40}{100}$ (or $\frac{4}{10}$). It is closer to $\frac{30}{100}$ so it would be placed on the number line near that value.



MCC.4.NF.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.

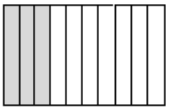
Students should reason that comparisons are only valid when they refer to the same whole. Visual models include area models, decimal grids, decimal circles, number lines, and meter sticks.

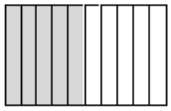
Students build area and other models to compare decimals. Through these experiences and their work with fraction models, they build the understanding that comparisons between decimals or fractions are only valid when the whole is the same for both cases. Each of the models below shows 3/10 but the whole on the right is much bigger than the whole on the left. They are both 3/10 but the model on the right is a much larger quantity than the model on the left.

When the wholes are the same, the decimals or fractions can be compared.

Example:

Draw a model to show that 0.3 < 0.5. (*Students would sketch two models of approximately the same size to show the area that represents three-tenths is smaller than the area that represents five-tenths.*)





Common Misconceptions

Students treat decimals as whole numbers when making comparison of two decimals. They think the longer the number, the greater the value. For example, they think that).03 is greater than 0.3.

Measurement and Data

CLUSTER #1: SOLVE PROBLEMS INVOLVING MEASUREMENT AND CONVERSION OF MEASUREMENTS FROM A LARGER UNIT TO A SMALLER UNIT.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***measure, metric, customary, convert/conversion, relative size, liquid volume, mass, length, distance, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L), milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), time, hour, minute, second, equivalent, operations, add, subtract, multiply, divide, fractions, decimals, area, perimeter.***

MCC.4.MD.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 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), ...***

The units of measure that have not been addressed in prior years are cups, pints, quarts, gallons, pounds, ounces, kilometers, milliliters, and seconds. Students' prior experiences were limited to measuring length, mass (metric and customary systems), liquid volume (metric only), and elapsed time. Students did not convert measurements. Students need ample opportunities to become familiar with these new units of measure and explore the patterns and relationships in the conversion tables that they create.

Students may use a two-column chart to convert from larger to smaller units and record equivalent measurements. They make statements such as, if one foot is 12 inches, then 3 feet has to be 36 inches because there are 3 groups of 12.

Example:

Customary length conversion table

Yards	Feet
1	3
2	6
3	9
n	***n*** × 3

Foundational understandings to help with measure concepts:

- Understand that larger units can be subdivided into equivalent units (partition).
- Understand that the same unit can be repeated to determine the measure (iteration).

Understand the relationship between the size of a unit and the number of units needed (compensatory principle[2]).

MCC.4.MD.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.

This standard includes multi-step word problems related to expressing measurements from a larger unit in terms of a smaller unit (e.g., feet to inches, meters to centimeter, dollars to cents). Students should have ample opportunities to use number line diagrams to solve word problems.

Example:
Charlie and 10 friends are planning for a pizza party. They purchased 3 quarts of milk. If each glass holds 8oz will everyone get at least one glass of milk?
Possible solution: Charlie plus 10 friends = 11 total people
11 people × 8 ounces (glass of milk) = 88 total ounces
1 quart = 2 pints = 4 cups = 32 ounces
Therefore 1 quart = 2 pints = 4 cups = 32 ounces
2 quarts = 4 pints = 8 cups = 64 ounces
3 quarts = 6 pints = 12 cups = 96 ounces

If Charlie purchased 3 quarts (6 pints) of milk there would be enough for everyone at his party to have at least one glass of milk. If each person drank 1 glass then he would have 1- 8 oz glass or 1 cup of milk left over.

Additional examples with various operations:

- Division/fractions: Susan has 2 feet of ribbon. She wants to give her ribbon to her 3 best friends so each friend gets the same amount. How much ribbon will each friend get?

[4] The compensatory principle states that the smaller the unit used to measure the distance, the more of those units that will be needed. For example, measuring a distance in centimeters will result in a larger number of that unit than measuring the distance in meters.

Students may record their solutions using fractions or inches. (The answer would be 2/3 of a foot or 8 inches. Students are able to express the answer in inches because they understand that 1/3 of a foot is 4 inches and 2/3 of a foot is 2 groups of 1/3.)

- Addition: Mason ran for an hour and 15 minutes on Monday, 25 minutes on Tuesday, and 40 minutes on Wednesday. What was the total number of minutes Mason ran?
- Subtraction: A pound of apples costs $1.20. Rachel bought a pound and a half of apples. If she gave the clerk a $5.00 bill, how much change will she get back?
- Multiplication: Mario and his 2 brothers are selling lemonade. Mario brought one and a half liters, Javier brought 2 liters, and Ernesto brought 450 milliliters. How many total milliliters of lemonade did the boys have?

Number line diagrams that feature a measurement scale can represent measurement quantities. Examples include: ruler, diagram marking off distance along a road with cities at various points, a timetable showing hours throughout the day, or a volume measure on the side of a container.

Example:
At 7:00 a.m. Candace wakes up to go to school. It takes her 8 minutes to shower, 9 minutes to get dressed and 17 minutes to eat breakfast. How many minutes does she have until the bus comes at 8:00 a.m.? Use the number line to help solve the problem.

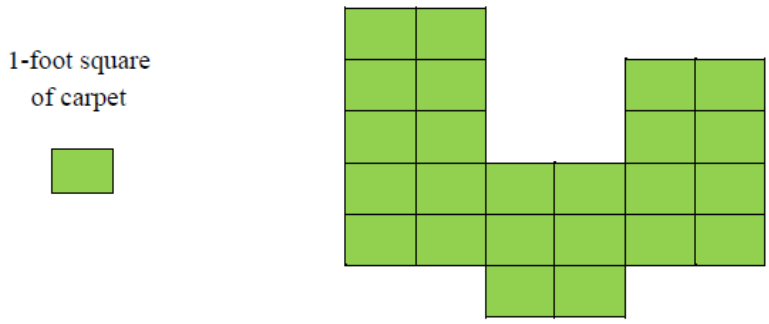


MCC.4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. ***For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.***

Students developed understanding of area and perimeter in 3rd grade by using visual models.

While students are expected to use formulas to calculate area and perimeter of rectangles, they need to understand and be able to communicate their understanding of why the formulas work. The formula for area is I x w and the answer will always be in square units. The formula for perimeter can be 2 l + 2 w or 2 (l + w) and the answer will be in linear units. This standard calls for students to generalize their understanding of area and perimeter by connecting the concepts to mathematical formulas. These formulas should be developed through experience not just memorization.

Example:
Mr. Rutherford is covering the miniature golf course with an artificial grass. How many 1-foot squares of carpet will he need to cover the entire course?



Common Misconceptions

Students believe that larger units will give the larger measure. Students should be given multiple opportunities to measure the same object with different measuring units. For example, have the students measure the length of a room with one-inch tiles, with one-foot rulers, and with yard sticks. Students should notice that it takes fewer yard sticks to measure the room than rulers or tiles.

CLUSTER #2: REPRESENT AND INTERPRET DATA.

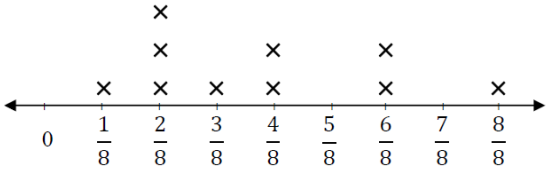
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***data, line plot, length, fractions.***

MCC.4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. ***For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.***

This standard provides a context for students to work with fractions by measuring objects to an eighth of an inch. Students are making a line plot of this data and then adding and subtracting fractions based on data in the line plot.

Example:

Students measured objects in their desk to the nearest 1/2, 1/4, or 1/8 inch. They displayed their data collected on a line plot. How many objects measured 1/4 inch? 1/2 inch? If you put all the objects together end to end what would be the total length of **all** the objects.



Common Misconceptions

Students use whole-number names when counting fractional parts on a number line. The fraction name should be used instead. For example, if two-fourths is represented on the line plot three times, then there would be six-fourths.

<u>CLUSTER</u> <u>#3:</u> GEOMETRIC MEASUREMENT – UNDERSTAND CONCEPTS OF ANGLE AND MEASURE ANGLES.

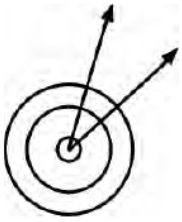
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***measure, point, end point, geometric shapes, ray, angle, circle, fraction, intersect, one-degree angle, protractor, decomposed, addition, subtraction, unknown.***

MCC.4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

This standard brings up a connection between angles and circular measurement (360 degrees).

a. 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.

The diagram below will help students understand that an angle measurement is not related to an area since the area between the 2 rays is different for both circles yet the angle measure is the same.



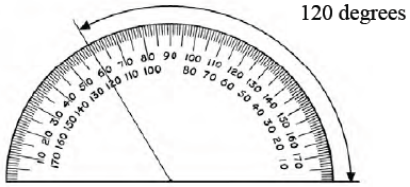
b. An angle that turns through n ıgles is said to have an angle measure of n degrees.

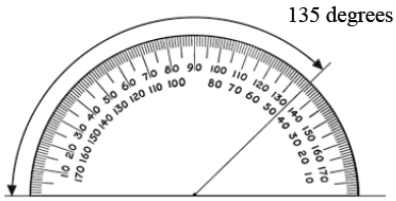
This standard calls for stude an angle as a series of "one-degree turns." A water sprinkler rotates one-degree at each interval. If the sprinkler rotates a total of 100 degrees, how many one-degree turns has the sprinkler made?

MCC.4.MD.6 Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.

Before students begin measuring angles with protractors, they need to have some experiences with benchmark angles. They transfer their understanding that a 360º rotation about a point makes a complete circle to recognize and sketch angles that measure approximately 90º and 180º. They extend this understanding and recognize and sketch angles that measure approximately 45º and 30º. They use appropriate terminology (acute, right, and obtuse) to describe angles and rays (perpendicular).

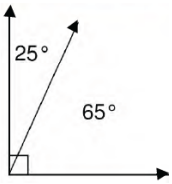
Students should measure angles and sketch angles.





MCC.4.MD.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.

This standard addresses the idea of decomposing (breaking apart) an angle into smaller parts.



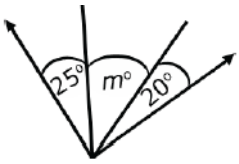
Example:

A lawn water sprinkler rotates 65 degrees and then pauses. It then rotates an additional 25 degrees. What is the total degree of the water sprinkler rotation? To cover a full 360 degrees how many times will the water sprinkler need to be moved?

If the water sprinkler rotates a total of 25 degrees then pauses, how many 25 degree cycles will it go through for the rotation to reach at least 90 degrees?

Example:

If the two rays are perpendicular, what is the value of *m*?



Example:

Joey knows that when a clock's hands are exactly on 12 and 1, the angle formed by the clock's hands measures 30º. What is the measure of the angle formed when a clock's hands are exactly on the 12 and 4?

Common Misconceptions

Students are confused as to which number to use when determining the measure of an angle using a protractor because most protractors have a double set of numbers. Students should decide first if the angle appears to be an angle that is less than the measure of a right angle (90°) or greater than the measure of a right angle (90°). If the angle appears to be less than 90°, it is an acute angle and its measure ranges from 0° to 89°. If the angle appears to be an angle that is greater than 90°, it is an obtuse angle and its measures range from 91° to 179°. Ask questions about the appearance of the angle to help students in deciding which number to use.

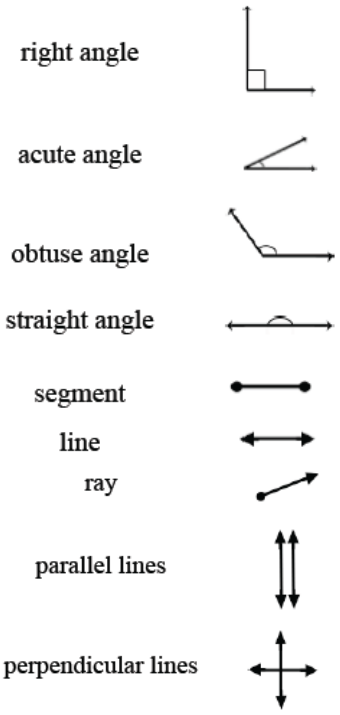
Geometry

CLUSTER #1: DRAW AND IDENTIFY LINES AND ANGLES, AND CLASSIFY SHAPES BY PROPERTIES OF THEIR LINES AND ANGLES.

*Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are**: classify shapes/figures, (properties)-rules about how numbers work, point, line, line segment, ray, angle, vertex/vertices, right angle, acute, obtuse, perpendicular, parallel, right triangle, isosceles triangle, equilateral triangle, scalene triangle, line of symmetry, symmetric figures, two dimensional. From previous grades: polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle, cone, cylinder, sphere.***

MCC.4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

This standard asks students to draw two-dimensional geometric objects and to also identify them in two-dimensional figures. This is the first time that students are exposed to rays, angles, and perpendicular and parallel lines. Examples of points, line segments, lines, angles, parallelism, and perpendicularity can be seen daily.
Students do not easily identify lines and rays because they are more abstract.



Example:
Draw two different types of quadrilaterals that have two pairs of parallel sides?
Is it possible to have an acute right triangle? Justify your reasoning using pictures and words.

Examples:
How many acute, obtuse and right angles are in this shape?



Draw and list the properties of a parallelogram. Draw and list the properties of a rectangle. How are your drawings and lists alike? How are they different? Be ready to share your thinking with the class.

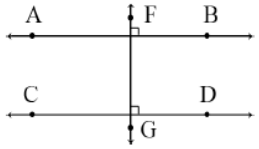
MCC.4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

Two-dimensional figures may be classified using different characteristics such as, parallel or perpendicular lines or by angle measurement.

Parallel or Perpendicular Lines:
Students should become familiar with the concept of parallel and perpendicular lines. Two lines are parallel if they never intersect and are always equidistant. Two lines are perpendicular if they intersect in right angles (90º). Students may use transparencies with lines to arrange two lines in different ways to

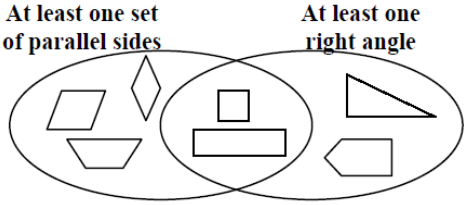
determine that the 2 lines might intersect in one point or may never intersect. Further investigations may be initiated using geometry software. These types of explorations may lead to a discussion on angles.

Parallel and perpendicular lines are shown below:



This standard calls for students to sort objects based on parallelism, perpendicularity and angle types.

Example:



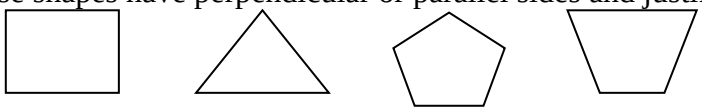
Do you agree with the label on each of the circles in the Venn diagram above? Describe why some shapes fall in the overlapping sections of the circles.

Example:
Draw and name a figure that has two parallel sides and exactly 2 right angles.

Example:
For each of the following, sketch an example if it is possible. If it is impossible, say so, and explain why or show a counterexample.

- A parallelogram with exactly one right angle.
- An isosceles right triangle.
- A rectangle that is *not* a parallelogram. *(impossible)*
- Every square is a quadrilateral.
- Every trapezoid is a parallelogram.

Example:
Identify which of these shapes have perpendicular or parallel sides and justify your selection.



A possible justification that students might give is: "The square has perpendicular lines because the sides meet at a corner, forming right angles."

Angle Measurement:
This expectation is closely connected to CCGPS.4.MD.5, CCGPS.4.MD.6, and CCGPS.4.G.1. Students' experiences with drawing and identifying right, acute, and obtuse angles support them in classifying two-dimensional figures based on specified angle measurements. They use the benchmark angles of 90°, 180°, and 360° to approximate the measurement of angles.
Right triangles can be a category for classification. A right triangle has one right angle. There are different types of right triangles. An isosceles right triangle has two or more congruent sides and a scalene right triangle has no congruent sides.

MCC.4.G.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.

Students need experiences with figures which are symmetrical and non-symmetrical. Figures include both regular and non-regular polygons. Folding cut-out figures will help students determine whether a figure has one or more lines of symmetry.
This standard only includes line symmetry, not rotational symmetry.
Example:
For each figure at the right, draw all of the lines of symmetry. What pattern do you notice? How many lines of symmetry do you think there would be for regular polygons with 9 and 11 sides. Sketch each figure and check your predictions.



Polygons with an odd number of sides have lines of symmetry that go from a midpoint of a side through a vertex.

<u>Common Misconceptions</u>
Students believe a wide angle with short sides may seem smaller than a narrow angle with long sides. Students can compare two angles by tracing one and placing it over the other. Students will then realize that the length of the sides does not determine whether one angle is larger or smaller than another angle. The measure of the angle does not change.

CCGPS
5th Grade
Grade Level
Overview

Mathematics

Fifth Grade

Grade Level Overview

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Common Core Georgia Performance Standards
Fifth Grade

Common Core Georgia Performance Standards: Curriculum Map							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Order of Operations and Whole Numbers	**Decimals**	**Multiplying and Dividing with Decimals**	**Adding, Subtracting, Multiplying, and Dividing Fractions**	**Geometry and the Coordinate Plane**	**2D Figures**	**Volume and Measurement**	**Show What We Know**
MCC5.OA.1 **MCC5.OA.2** **MCC5.NBT.1** **MCC5.NBT.2** **MCC5.NBT.5** **MCC5.NBT.6**	**MCC5.NBT.1** **MCC5.NBT.3** **MCC5.NBT.4** **MCC5.NBT.7**	**MCC5.NBT.2** **MCC5.NBT.7**	**MCC5.NF.1** **MCC5.NF.2** **MCC5.NF.3** **MCC5.NF.4** **MCC5.NF.5** **MCC5.NF.6** **MCC5.NF.7** **MCC5.MD.2**	**MCC5.G.1** **MCC5.G.2** **MCC5.OA.3**	**MCC5.G.3** **MCC5.G.4**	**MCC5.MD.1** **MCC5.MD.2** **MCC5.MD.3** **MCC5.MD.4** **MCC5.MD.5**	**ALL**
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.							

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 3-5 Key: G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, NF = Number and Operations, Fractions, OA = Operations and Algebraic Thinking.

CONTENT STANDARDS

OPERATIONS AND ALEGEBRAIC THINKING

CCGPS CLUSTER #1: WRITE AND INTERPRET NUMERICAL EXPRESSIONS.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***parentheses, brackets, braces, numerical expressions.***

CCGPS.5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

The standard calls for students to evaluate expressions with parentheses ( ), brackets [ ] or braces { }. In upper levels of mathematics, evaluate means to substitute for a variable and simplify the expression. However at this level students are to only simplify the expressions because there are no variables.

Bill McCallum, Common Core author, states:
In general students in Grade 5 will be using parentheses only, because the convention about nesting that you describe is quite common, and it's quite possible that instructional materials at this level wouldn't even mention brackets and braces. However, the nesting order is only a convention, not a mathematical law; the North Carolina statement (see NC unpacked standards) isn't quite right here. It's important to distinguish between mathematical laws (e.g. the commutative law) and conventions of notation (e.g. nesting of parentheses). Some conventions of notation are important enough that you want to insist on them in the classroom (e.g. order of operations). But I don't think correct nesting of parentheses falls into that category. The main point of the standard is to understand the structure of numerical expressions with grouping symbols.

In other words- evaluate expressions with brackets **or** braces **or** parentheses. No nesting at 5th grade.

This standard builds on the expectations of third grade where students are expected to start learning the conventional order. Students need experiences with multiple expressions that use grouping symbols throughout the year to develop understanding of when and how to use parentheses, brackets, and braces. First, students use these symbols with whole numbers. Then the symbols can be used as students add, subtract, multiply and divide decimals and fractions.
Examples:

- $(26 + 18)\ 4$ Solution: 11
- $12 – (0.4 \times 2)$ Solution: 11.2
- $(2 + 3) \times (1.5 – 0.5)$ Solution: 5
- $6 – \left(\frac{1}{2} + \frac{1}{3}\right)$ Solution: $5\frac{1}{6}$

To further develop students' understanding of grouping symbols and facility with operations, students place grouping symbols in equations to make the equations true or they compare expressions that are grouped differently.

Example:

- $15 – 7 – 2 = 10 \rightarrow 15 – (7 – 2) = 10$

- Compare $3 \times 2 + 5$ and $3 \times (2 + 5)$.
- Compare $15 – 6 + 7$ and $15 – (6 + 7)$.

CCGPS.5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them

This standard refers to expressions. Expressions are a series of numbers and symbols (+, -, x, ÷) without an equals sign. Equations result when two expressions are set equal to each other (2 + 3 = 4 + 1).

Example:

- 4(5 + 3) is an expression.
- When we compute 4(5 + 3) we are evaluating the expression. The expression equals 32.
- 4(5 + 3) = 32 is an equation.

This standard calls for students to verbally describe the relationship between expressions without actually calculating them. This standard calls for students to apply their reasoning of the four operations as well as place value while describing the relationship between numbers. The standard does not include the use of variables, only numbers and signs for operations.

Example:

Write:

Write an expression for the steps "double five and then add 26."

Student: *$(2 \times 5) + 26$*

Interpret:

Describe how the expression $5(10 \times 10)$ relates to 10×10.

Student:

The expression $5(10 \times 10)$ is 5 times larger than the expression 10×10 since I know that I that $5(10 \times 10)$ means that I have 5 groups of (10×10).

Common Misconceptions

Students may believe the order in which a problem with mixed operations is written is the order to solve the problem.

Allow students to use calculators to determine the value of the expression, and then discuss the order the calculator used to evaluate the expression. Do this with four-function and scientific calculators.

CCGPS CLUSTER#2 : ANALYZE PATTERNS AND RELATIONSHIPS.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***numerical patterns, rules, ordered pairs, coordinate plane.***

CCGPS.5.OA.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.

This standard extends the work from 4th grade, where students generate numerical patterns when they are given one rule. In 5th grade, students are given two rules and generate two numerical patterns. In 5th grade, the graphs that are created should be line graphs to represent the pattern.
Example:
Sam and Terri live by a lake and enjoy going fishing together every day for five days. Sam catches 2 fish every day, and Terri catches 4 fish every day.

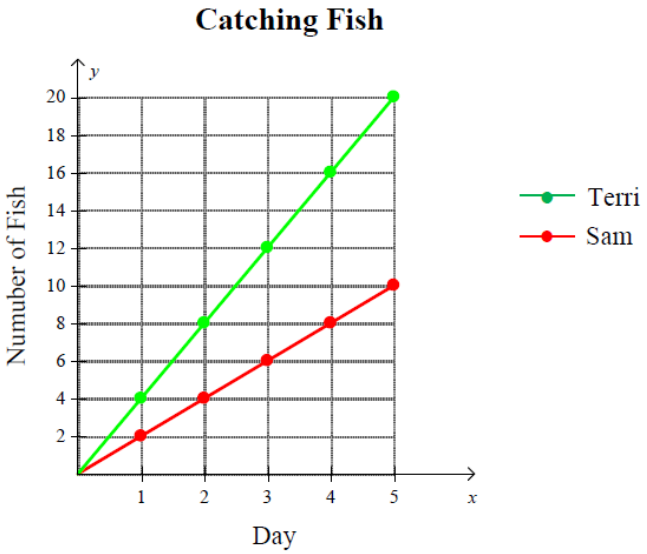
1. Make a chart (table) to represent the number of fish that Sam and Terri catch.

Days	**Sam's Total Number of Fish**	**Terri's Total Number of Fish**
0	0	0
1	2	4
2	4	8
3	6	12
4	8	16
5	10	20

This is a linear function which is why we get the straight lines. The Days are the independent variable, Fish are the dependent variables, and the constant rate is what the rule identifies in the table.

2. Describe the pattern.
Since Terri catches 4 fish each day, and Sam catches 2 fish, the amount of Terri's fish is always greater. Terri's fish is also always twice as much as Sam's fish.

3. Make a graph of the number of fish. Plot the points on a coordinate plane and make a line graph, and then interpret the graph.



My graph shows that Terri always has more fish than Sam. Terri's fish increases at a higher rate since she catches 4 fish every day. Sam only catches 2 fish every day, so his number of fish increases at a smaller rate than Terri.

***Important to note*:** The lines become increasingly further apart. Identify apparent relationships between corresponding terms. (*Additional relationships:* The two lines will never intersect; there will not be a day in which the two friends have the same total of fish. Explain the relationship between the number of days that has passed and the number of fish each friend has: Sam catches 2*n* fish, Terri catches 4*n* fish, where *n* is the number of days.)

Example:

- Use the rule "add 3" to write a sequence of numbers.
  Starting with a 0, students write 0, 3, 6, 9, 12, . . .
- Use the rule "add 6" to write a sequence of numbers.
  Starting with 0, students write 0, 6, 12, 18, 24, . . .

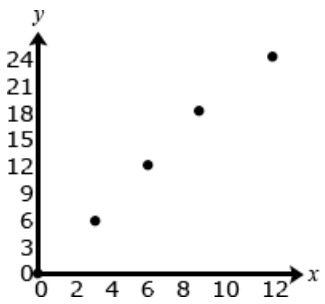
After comparing these two sequences, the students notice that each term in the second sequence is twice the corresponding terms of the first sequence. One way they justify this is by describing the patterns of the terms. Their justification may include some mathematical notation (See example below). A student may explain that both sequences start with zero and to generate each term of the second sequence he/she added 6, which is twice as much as was added to produce the terms in the first sequence. Students may also use the distributive property to describe the relationship between the two numerical patterns by reasoning that $6 + 6 + 6 = 2\,(3 + 3 + 3)$.

$$0, \overset{+3}{} 3, \overset{+3}{} 6, \overset{+3}{} 9, \overset{+3}{} 12, \ldots \qquad 0, \overset{+6}{} 6, \overset{+6}{} 12, \overset{+6}{} 18, \overset{+6}{} 24, \ldots$$

Once students can describe that the second sequence of numbers is twice the corresponding terms of the first sequence, the terms can be written in ordered pairs and then graphed on a coordinate grid. They should recognize that each point on the graph represents two quantities in which the second quantity is twice the first quantity.

Ordered pairs Graph

(0,0)
(3,6)
(6,12)
(9,18)



Common Misconceptions
Students reverse the points when plotting them on a coordinate plane. They count up first on the y-axis and then count over on the x-axis. The location of every point in the plane has a specific place. Have students plot points where the numbers are reversed such as (4, 5) and (5, 4). Begin with students providing a verbal description of how to plot each point. Then, have them follow the verbal description and plot each point.

NUMBER AND OPERATIONS IN BASE TEN

CCGPS CLUSTER #1: UNDERSTAND THE PLACE VALUE SYSTEM.
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***place value, decimal, decimal point, patterns, multiply, divide, tenths, thousands, greater than, less than, equal to, ‹, ›, =, compare/ comparison, round.***

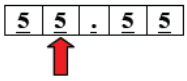
CCGPS.5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
This standard calls for students to reason about the magnitude of numbers. Students should work with the idea that the tens place is ten times as much as the ones place, and the ones place is $1/10^{th}$ the size of the tens place. In 4th grade, students examined the relationships of the digits in numbers for whole numbers only. This standard extends this understanding to the relationship of decimal fractions. Students use base ten blocks, pictures of base ten blocks, and interactive images of base ten blocks to manipulate and investigate the place value relationships. They use their understanding of unit fractions to compare decimal places and fractional language to describe those comparisons.
Before considering the relationship of decimal fractions, students express their understanding that in multi-digit whole numbers, a digit in one place represents 10 times what it represents in the place to its right and 1/10 of what it represents in the place to its left.

Example:
The 2 in the number 542 is different from the value of the 2 in 324. The 2 in 542 represents 2 ones or 2, while the 2 in 324 represents 2 tens or 20. Since the 2 in 324 is one place to the left of the 2 in 542 the

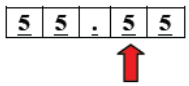
value of the 2 is 10 times greater. Meanwhile, the 4 in 542 represents 4 tens or 40 and the 4 in 324 represents 4 ones or 4. Since the 4 in 324 is one place to the right of the 4 in 542 the value of the 4 in the number 324 is $1/10^{th}$ of its value in the number 542.

Example:
A student thinks, "I know that in the number 5555, the 5 in the tens place (5555) represents 50 and the 5 in the hundreds place (5555) represents 500. So a 5 in the hundreds place is ten times as much as a 5 in the tens place or a 5 in the tens place is $1/10^{th}$ of the value of a 5 in the hundreds place.
Based on the base-10 number system, digits to the left are times as great as digits to the right; likewise, digits to the right are $1/10^{th}$ of digits to the left. For example, the 8 in 845 has a value of 800 which is ten times as much as the 8 in the number 782. In the same spirit, the 8 in 782 is $1/10^{th}$ the value of the 8 in 845.
To extend this understanding of place value to their work with decimals, students use a model of one unit; they cut it into 10 equal pieces, shade in, or describe $1/10^{th}$ of that model using fractional language. ("This is 1 out of 10 equal parts. So it is 1/10. I can write this using 1/10 or 0.1.") They repeat the process by finding 1/10 of a 1/10 (e.g., dividing 1/10 into 10 equal parts to arrive at 1/100 or 0.01) and can explain their reasoning: "0.01 is 1/10 of 1/10 thus is 1/100 of the whole unit."

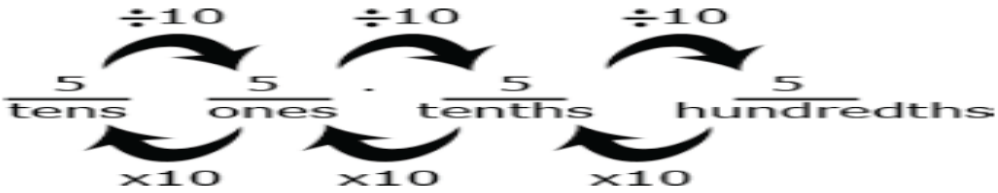
In the number 55.55, each digit is 5, but the value of the digits is different because of the placement.



The 5 that the arrow points to is 1/10 of the 5 to the left and 10 times the 5 to the right. The 5 in the ones place is 1/10 of 50 and 10 times five tenths.



The 5 that the arrow points to is 1/10 of the 5 to the left and 10 times the 5 to the right. The 5 in the tenths place is 10 times five hundredths.



CCGPS.5.NBT.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.
This standard includes multiplying by multiples of 10 and powers of 10, including 10^2 which is $10 \times 10=100$, and 10^3 which is $10 \times 10 \times 10 =1,000$. Students should have experiences working with connecting the pattern of the number of zeros in the product when you multiply by powers of 10.
Examples:

$$2.5 \times 10^3 = 2.5 \times (10 \times 10 \times 10) = 2.5 \times 1{,}000 = 2{,}500$$

Students should reason that the exponent above the 10 indicates how many places the decimal point is moving (not just that the decimal point is moving but that you are multiplying or making the number 10 times greater three times) when you multiply by a power of 10. Since we are multiplying by a power of 10 the decimal point moves to the right.

$$350 \div 103 = 350 \div 1{,}000 = 0.350 = 0.35$$

$^{350}/_{10} = 35$ $(350 \times {}^{1}/_{10})$ $^{35}/_{10} = 3.5$

$(35 \times {}^{1}/_{10})$ $^{3.5}/_{10} = 0.35$ $(3.5 \times {}^{1}/_{10})$

This will relate well to subsequent work with operating with fractions. This example shows that when we divide by powers of 10, the exponent above the 10 indicates how many places the decimal point is moving (how many times we are dividing by 10 , the number becomes ten times smaller). Since we are dividing by powers of 10, the decimal point moves to the left.

Students need to be provided with opportunities to explore this concept and come to this understanding; this should not just be taught procedurally.
Examples:

Students might write:

- $36 \times 10 = 36 \times 10^1 = 360$
- $36 \times 10 \times 10 = 36 \times 10^2 = 3600$
- $36 \times 10 \times 10 \times 10 = 36 \times 10^3 = 36{,}000$
- $36 \times 10 \times 10 \times 10 \times 10 = 36 \times 10^4 = 360{,}000$

Students might think and/or say:
I noticed that every time, I multiplied by 10 I added a zero to the end of the number. That makes sense because each digit's value became 10 times larger. To make a digit 10 times larger, I have to move it one place value to the left.

When I multiplied 36 by 10, the 30 became 300. The 6 became 60 or the 36 became 360. So I had to add a zero at the end to have the 3 represent 3 one-hundreds (instead of 3 tens) and the 6 represents 6 tens (instead of 6 ones).

Students should be able to use the same type of reasoning as above to explain why the following multiplication and division problem by powers of 10 make sense.

$523 \times 10^3 = 523{,}000$ The place value of 523 is increased by 3 places.
$5.223 \times 10^2 = 522.3$ The place value of 5.223 is increased by 2 places.
$52.3 \div 10^1 = 5.23$ The place value of 52.3 is decreased by one place.

CCGPS.5.NBT.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 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 x (1/100) + 2 × (1/1000).

b. <u>Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.</u>

This standard references expanded form of decimals with fractions included. Students should build on their work from 4th grade, where they worked with both decimals and fractions interchangeably. Expanded form is included to build upon work in CCGPS.5.NBT.2 and deepen students' understanding of place value. Students build on the understanding they developed in fourth grade to read, write, and compare decimals to thousandths. They connect their prior experiences with using decimal notation for fractions and addition of fractions with denominators of 10 and 100. They use concrete models and number lines to extend this understanding to decimals to the thousandths. Models may include base ten blocks, place value charts, grids, pictures, drawings, manipulatives, technology-based, etc. They read decimals using fractional language and write decimals in fractional form, as well as in expanded notation. This investigation leads them to understanding equivalence of decimals (0.8 = 0.80 = 0.800).

Comparing decimals builds on work from 4th grade.

Example:

Some equivalent forms of 0.72 are:

$^{72}/_{100}$	$^{70}/_{100} + {}^{2}/_{100}$
$^{7}/_{10} + {}^{2}/_{100}$	0.720
$7 \times (^{1}/_{10}) + 2 \times (^{1}/_{100})$	$7 \times (^{1}/_{10}) + 2 \times (^{1}/_{100}) + 0 \times (^{1}/_{1000})$
0.70 + 0.02	$^{720}/_{1000}$

Students need to understand the size of decimal numbers and relate them to common benchmarks such as 0, 0.5 (0.50 and 0.500), and 1. Comparing tenths to tenths, hundredths to hundredths, and thousandths to thousandths is simplified if students use their understanding of fractions to compare decimals.

Examples:

Comparing 0.25 and 0.17, a student might think, "25 hundredths is more than 17 hundredths". They may also think that it is 8 hundredths more. They may write this comparison as 0.25 > 0.17 and recognize that 0.17 < 0.25 is another way to express this comparison.

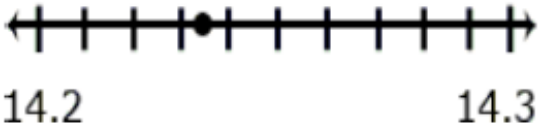
Comparing 0.207 to 0.26, a student might think, "Both numbers have 2 tenths, so I need to compare the hundredths. The second number has 6 hundredths and the first number has no hundredths so the second number must be larger. Another student might think while writing fractions, "I know that 0.207 is 207 thousandths (and may write $^{207}/_{1000}$). 0.26 is 26 hundredths (and may write $^{26}/_{100}$) but I can also think of it as 260 thousandths ($^{260}/_{1000}$). So, 260 thousandths is more than 207 thousandths.

CCGPS.5.NBT.4 Use place value understanding to round decimals to any place.

This standard refers to rounding. Students should go beyond simply applying an algorithm or procedure for rounding. The expectation is that students have a deep understanding of place value and number sense and can explain and reason about the answers they get when they round. Students should have numerous experiences using a number line to support their work with rounding.

Example:
Round 14.235 to the nearest tenth.

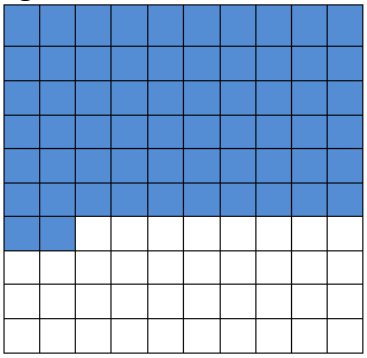
Students recognize that the possible answer must be in tenths thus, it is either 14.2 or 14.3. They then identify that 14.235 is closer to 14.2 (14.20) than to 14.3 (14.30).



Students should use benchmark numbers to support this work. Benchmarks are convenient numbers for comparing and rounding numbers. 0, 0.5, 1, 1.5 are examples of benchmark numbers.

Example:

Which benchmark number is the best estimate of the shaded amount in the model below? Explain your thinking.



Common Misconceptions

A common misconception that students have when trying to extend their understanding of whole number place value to decimal place value is that as you move to the left of the decimal point, the number increases in value. Reinforcing the concept of powers of ten is essential for addressing this issue.

A second misconception that is directly related to comparing whole numbers is the idea that the longer the number the greater the number. With whole numbers, a 5-digit number is always greater that a 1-, 2-, 3-, or 4-digit number. However, with decimals a number with one decimal place may be greater than a number with two or three decimal places. For example, 0.5 is greater than 0.12, 0.009 or 0.499. One method for comparing decimals it to make all numbers have the same number of digits to the right of the decimal point by adding zeros to the number, such as 0.500, 0.120, 0.009 and 0.499. A second method is to use a place-value chart to place the numerals for comparison.

CCGPS CLUSTER #2: PERFORM OPERATIONS WITH MULTI-DIGIT WHOLE NUMBERS AND WITH DECIMALS TO HUNDREDTHS.

Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: multiplication/multiply, division/division, decimal, decimal point, tenths, hundredths, products, quotients, dividends, rectangular arrays, area models, addition/add, subtraction/subtract, (properties)-rules about how numbers work, reasoning.

CCGPS.5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

This standard refers to fluency which means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using strategies such as the distributive property or breaking numbers apart also using strategies according to the numbers in the problem, 26×4 may lend itself to $(25 \times 4) + 4$ where as another problem might lend itself to making an equivalent problem $32 \times 4 = 64 \times 2$. This standard builds upon students' work with multiplying numbers in 3rd and 4th grade. In 4th grade, students developed understanding of multiplication through using various strategies. While the standard algorithm is mentioned, alternative strategies are also appropriate to help students develop conceptual understanding. The size of the numbers should NOT exceed a three-digit factor by a two-digit factor. Examples of alternative strategies:

There are 225 dozen cookies in the bakery. How many cookies are there?

Student 1

225 × 12

I broke 12 up into 10 and 2.

225 × 10 = 2,250
225 × 2 = 450

2,250 + 450 = 2,700

Student 2

225 × 12

I broke 225 up into 200 and 25.

200 × 12 = 2,400

I broke 25 up into 5 × 5, so I had 5 × 5 × 12 or 5 × 12 × 5.

5 × 12 = 60
60 × 5 = 300

Then I added 2,400 and 300.

2,400 + 300 = 2,700

Student 3

I doubled 225 and cut 12 in half to get 450 × 6. Then I doubled 450 again and cut 6 in half to 900 × 3.

900 × 3 = 2,700

Draw an array model for 225 × 12 → 200 × 10, 200 × 2, 20 × 10, 20 × 2, 5 × 10, 5 × 2.

225 × 12

	200	20	5
10	2,000	200	50
2	400	40	10

2,000
400
200
40
50
+ 10
2,700

CCGPS.5.NBT.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.

This standard references various strategies for division. Division problems can include remainders. Even though this standard leads more towards computation, the connection to story contexts is critical. Make sure students are exposed to problems where the divisor is the number of groups and where the divisor is the size of the groups. In 4th grade, students' experiences with division were limited to dividing by one-digit divisors. This standard extends students' prior experiences with strategies, illustrations, and explanations. When the two-digit divisor is a "familiar" number, a student might decompose the dividend using place value.

Example:

There are 1,716 students participating in Field Day. They are put into teams of 16 for the competition. How many teams get created? If you have left over students, what do you do with them?

Student 1

$$1{,}716 \div 16$$

There are 100 16's in 1,716.

$$1{,}716 - 1{,}600 = 116$$

I know there are at least 6 16's in 116.

$$116 - 96 = 20$$

I can take out one more 16.

$$20 - 16 = 4$$

There were 107 teams with 4 students left over. If we put the extra students on different teams, 4 teams will have 17 students.

Student 2

$$1{,}716 \div 16$$

There are 100 16's in 1,1716.

Ten groups of 16 is 160. That's too big. Half of that is 80, which is 5 groups.

I know that 2 groups of 16's is 32.

I have 4 students left over.

1,716	
− 1,600	100
116	
− 80	5
36	
− 32	2
4	

Student 3

$$1{,}716 \div 16$$

I want to get to 1,716. I know that 100 16's equals 1,600. I know that 5 16's equals 80.

$$1{,}600 + 80 = 1{,}680$$

Two more groups of 16's equals 32, which gets us to 1,712. I am 4 away from 1,716.

So we had 100 + 6 + 1 = 107 teams. Those other 4 students can just hang out.

Student 4

How many 16's are in 1,716?

We have an area of 1,716. I know that one side of my array is 16 units long. I used 16 as the height. I am trying to answer the question: What is the width of my rectangle if the area is 1,716 and the height is 16?

	100	7
16	100 × 16 = 1,600	7 × 16 = 112

$$1{,}716 - 1{,}600 = 116$$

$$116 - 112 = 4$$

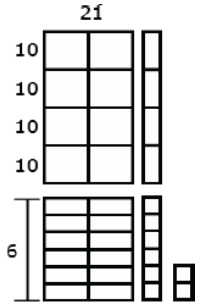
$$100 + 7 = 107 \text{ R } 4$$

Examples:

- Using expanded notation: 2682 ÷ 25 = (2000 + 600 + 80 + 2) ÷ 25
- Using understanding of the relationship between 100 and 25, a student might think:
  - I know that 100 divided by 25 is 4 so 200 divided by 25 is 8 and 2000 divided by 25 is 80.
  - 600 divided by 25 has to be 24.
  - Since 3 × 25 is 75, I know that 80 divided by 25 is 3 with a reminder of 5. (Note that a student might divide into 82 and not 80.)
  - I can't divide 2 by 25 so 2 plus the 5 leaves a remainder of 7.
  - 80 + 24 + 3 = 107. So, the answer is 107 with a remainder of 7.
- Using an equation that relates division to multiplication, 25 × *n* = 2682, a student might estimate the answer to be slightly larger than 100 because s/he recognizes that 25 × 100 = 2500.

Example: 968 ÷ 21

Using base ten models, a student can represent 962 and use the models to make an array with one dimension of 21. The student continues to make the array until no more groups of 21 can be made. Remainders are not part of the array.



Example: 9984 ÷ 64

An area model for division is shown below. As the student uses the area model, s/he keeps track of how much of the 9984 is left to divide.

	64
100	6400
50	3200
5	320
1	64

64)9984	
−6400	(100 × 64)
3584	
−3200	(50 × 64)
384	
−320	(5 × 64)
64	
−64	(1 × 64)
0	

CCGPS.5.NBT.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.

This standard builds on the work from 4th grade where students are introduced to decimals and compare them. In5th grade, students begin adding, subtracting, multiplying and dividing decimals. This work should focus on concrete models and pictorial representations, rather than relying solely on the

algorithm. The use of symbolic notations involves having students record the answers to computations ($2.25 \times 3 = 6.75$), but this work should not be done without models or pictures. This standard includes students' reasoning and explanations of how they use models, pictures, and strategies.

This standard requires students to extend the models and strategies they developed for whole numbers in grades 1-4 to decimal values. Before students are asked to give exact answers, they should estimate answers based on their understanding of operations and the value of the numbers.

Examples:

- **+ 1.7**

A student might estimate the sum to be larger than 5 because 3.6 is more than 3½ and 1.7 is more than 1½.

- **5.4 – 0.8**

A student might estimate the answer to be a little more than 4.4 because a number less than 1 is being subtracted.

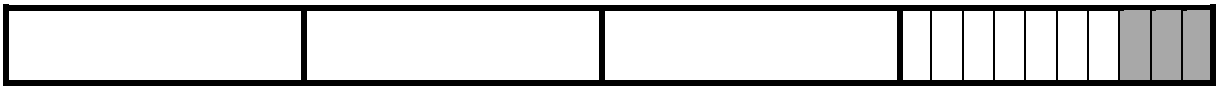
- **6 × 2.4**

A student might estimate an answer between 12 and 18 since 6×2 is 12 and 6×3 is 18. Another student might give an estimate of a little less than 15 because s/he figures the answer to be very close, but smaller than $6 \times 2½$ and think of 2½ groups of 6 as 12 (2 groups of 6) + 3(½ of a group of 6).

Students should be able to express that when they add decimals they add tenths to tenths and hundredths to hundredths. So, when they are adding in a vertical format (numbers beneath each other), it is important that they write numbers with the same place value beneath each other. This understanding can be reinforced by connecting addition of decimals to their understanding of addition of fractions. Adding fractions with denominators of 10 and 100 is a standard in fourth grade.

Example: 4 - 0.3

3 tenths subtracted from 4 wholes. One of the wholes must be divided into tenths.



The solution is 3 and $^{7}/_{10}$ or 3.7.

Example:

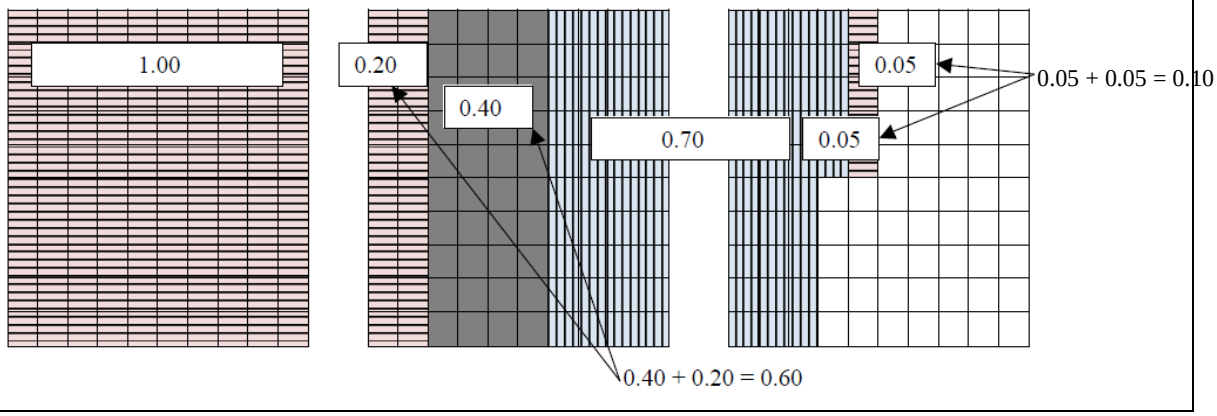
A recipe for a cake requires 1.25 cups of milk, 0.40 cups of oil, and 0.75 cups of water. How much liquid is in the mixing bowl?

Student 1: 1.25 + 0.40 + 0.75

First, I broke the numbers apart. I broke 1.25 into 1.00 + 0.20 + 0.05. I left 0.40 like it was. I broke 0.75 into 0.70 + 0.05.

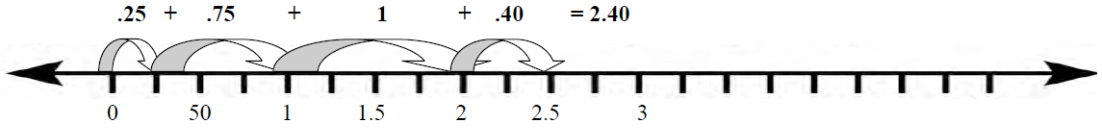
I combined my two 0.05's to get 0.10. I combined 0.40 and 0.20 to get 0.60. I added the 1

whole from 1.25. I ended up with 1 whole, 6 tenths, 7 more tenths, and another 1 tenths, so the total is 2.4.



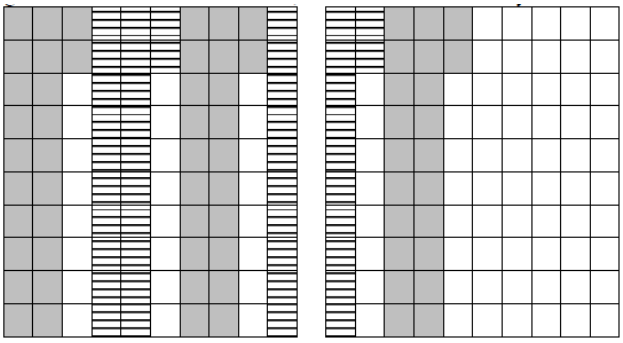
Student 2

I saw that the 0.25 in the 1.25 cups of milk and the 0.75 cups of water would combine to equal 1 whole cup. That plus the 1 whole in the 1.25 cups of milk gives me 2 whole cups. Then I added the 2 wholes and the 0.40 cups of oil to get 2.40 cups.



Example of Multiplication:

A gumball costs $0.22. How much do 5 gumballs cost? Estimate the total, and then calculate. Was your estimate close?



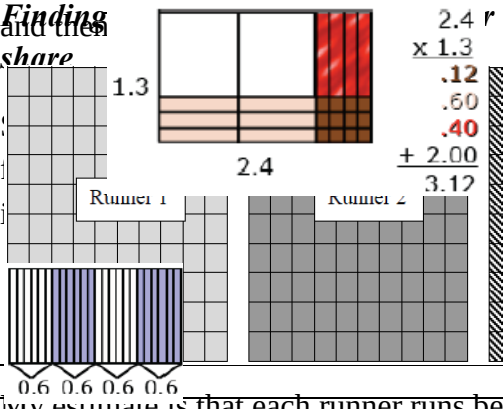
I estimate that the total cost will be a little more than a dollar. I know that 5 20's equal 100 and we have 5 22's. I have 10 whole columns shaded and 10 individual boxes shaded. The 10 columns equal 1 whole. The 10 individual boxes equal 10 hundredths or 1 tenth. My answer is $1.10.

My estimate was a little more than a dollar, and my answer was $1.10. I was really close.

Example of Division:

Example of Multiplication:

An area model can be useful for illustrating products.



Finding share

Example of Division:

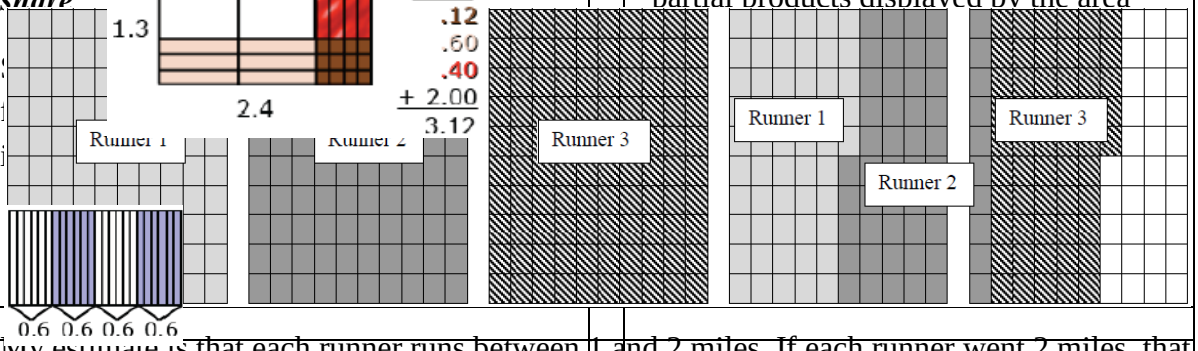
Finding the number of groups

Example of Division:

Finding the number of groups

Example of Division:

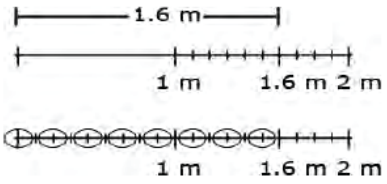
A relay race is 4.65 miles. The relay team has 3 runners. If each runner goes the same distance, how far does each team member run? Make an estimate, find your actual answer, and then



My estimate is that each runner runs between 1 and 2 miles. If each runner went 2 miles, that would be a total of 6 miles which is too high. If each runner ran 1 mile, that would be 3 miles, which is too low. I used the 5 grids above to represent the 4.65 miles. I am going to use all of the first 4 grids and 65 of the squares in the 5th grid. I have to divide the 4 whole grids and the 65 squares into 3 equal groups. I labeled each of the first 3 grids for each runner, so I know that each team member ran at least 1 mile. I then have 1 whole grid and 65 squares to divide up. Each column represents one-tenth. If I give 5 columns to each runner, that means that each runner has run 1 whole mile and 5 tenths of a mile. Now, I have 15 squares left to divide up. Each runner gets 5 of those squares. So each runner ran 1 mile, 5 tenths and 5 hundredths of a mile. I can write that as 1.55 miles.

My answer is 1.55 and my estimate was between 1 and 2 miles. I was pretty close.

Students could draw a segment to represent 1.6 meters. In doing so, s/he would count in tenths to identify the 6 tenths, and be able identify the number of 2 tenths within the 6 tenths. The student can then extend the idea of counting by tenths to divide the one meter into tenths and determine that there are 5 more groups of 2 tenths.



Students might count groups of 2 tenths without the use of models or diagrams. Knowing that 1 can be thought of as $^{10}/_{10}$, a student might think of 1.6 as 16 tenths. Counting 2 tenths, 4 tenths, 6 tenths, …, 16 tenths, a student can count 8 groups of 2 tenths.

Use their understanding of multiplication and think, "8 groups of 2 is 16, so 8 groups of $^{2}/_{10}$ is $^{16}/_{10}$ or $1^{6}/_{10}$."

Common Misconceptions

Students might compute the sum or difference of decimals by lining up the right-hand digits as they would whole number. For example, in computing the sum of 15.34 + 12.9, students will write the problem in this manner:

$$\begin{array}{r} 15.34 \\ +\ 12.9 \\ \hline 16.63 \end{array}$$

To help students add and subtract decimals correctly, have them first estimate the sum or difference. Providing students with a decimal-place value chart will enable them to place the digits in the proper place.

NUMBER AND OPERATIONS - FRACTIONS

CCGPS CLUSTER #1: USE EQUIVALENT FRACTIONS AS A STRATEGY TO ADD AND SUBTRACT FRACTIONS.

Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***fraction, equivalent, addition/ add, sum, subtraction/subtract, difference, unlike denominator, numerator, benchmark fraction, estimate, reasonableness, mixed numbers.***

CCGPS.5.NF.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.

This standard builds on the work in 4th grade where students add fractions with like denominators. In 5th grade, the example provided in the standard has students find a common denominator by finding the product of both denominators. For $^1/_3 + {}^1/_6$, a common denominator is 18, which is the product of 3 and 6. This process should be introduced using visual fraction models (area models, number lines, etc.) to build understanding before moving into the standard algorithm.

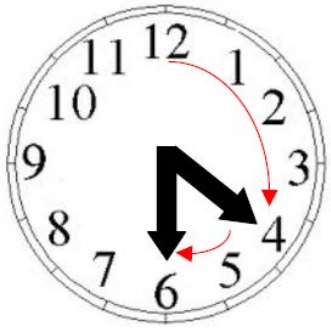
Students should apply their understanding of equivalent fractions and their ability to rewrite fractions in an equivalent form to find common denominators. They should know that multiplying the denominators will always give a common denominator but may not result in the smallest denominator.
Examples:

$$\frac{2}{5}+\frac{7}{8}=\frac{16}{40}+\frac{35}{40}=\frac{51}{40}$$

$3\frac{1}{4} \quad \frac{1}{6} = 3\frac{3}{12} \quad \frac{2}{12} = 3\frac{1}{12}$

Example:

Present students with the problem $^1/_3 + {}^1/_6$. Encourage students to use the clock face as a model for solving the problem. Have students share their approaches with the class and demonstrate their thinking using the clock model.



<u>CCGPS.5.NF.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</u>

This standard refers to number sense, which means students' understanding of fractions as numbers that lie between whole numbers on a number line. Number sense in fractions also includes moving between decimals and fractions to find equivalents, also being able to use reasoning such as $^7/_8$ is greater than $^3/_4$ because $^7/_8$ is missing only $^1/_8$ and $^3/_4$ is missing $^1/_4$, so $^7/_8$ is closer to a whole Also, students should use benchmark fractions to estimate and examine the reasonableness of their answers. An example of using a benchmark fraction is illustrated with comparing $^5/_8$ and $^6/_{10}$. Students should recognize that $^5/_8$ is $^1/_8$ larger than $^1/_2$ (since $^1/_2 = {}^4/_8$) and $^6/_{10}$ is $^1/_{10}$ $^1/_2$ (since $^1/_2 = {}^5/_{10}$).

Example:

Your teacher gave you $^1/_7$ of the bag of candy. She also gave your friend $^1/_3$ of the bag of candy. If you and your friend combined your candy, what fraction of the bag would you have? Estimate your answer and then calculate. How reasonable was your estimate

Student 1

$^1/_7$ is really close to 0. $^1/_3$ is larger than $^1/_7$ but still less than $^1/_2$. If we put them together we might get close to $^1/_2$.

$$^1/_7 + {}^1/_3 = {}^3/_{21} + {}^7/_{21} = {}^{10}/_{21}$$

The fraction $^{10}/_{21}$ does not simplify, but I know that 10 is half of 20, so $^{10}/_{21}$ is a little less than $^1/_2$.

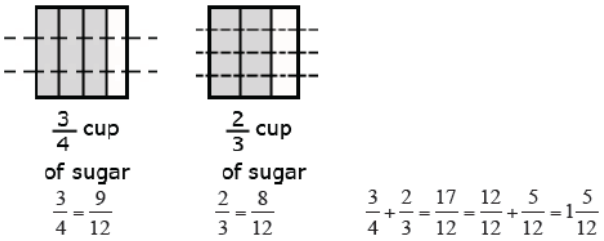
Student 2

$^1/_7$ is close to $^1/_6$ but less than $^1/_6$. $^1/_3$ is equivalent to $^2/_6$. So $^1/_7 + ^1/_3$ is a little less than $^3/_6$ or $^1/_2$.

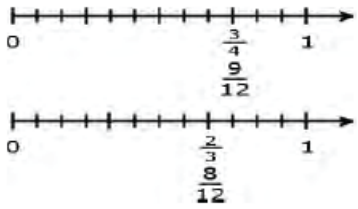
Example:

Jerry was making two different types of cookies. One recipe needed $^3/_4$ cup of sugar and the other needed $^2/_3$ cup of sugar. How much sugar did he need to make both recipes?

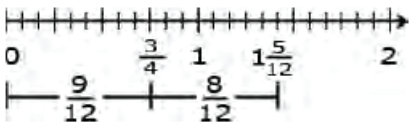
- **Mental estimation:** A student may say that Jerry needs more than 1 cup of sugar but less than 2 cups. An explanation may compare both fractions to $^1/_2$ and state that both are larger than $^1/_2$ so the total must be more than 1. In addition, both fractions are slightly less than 1 so the sum cannot be more than 2.
- **Area model**



- **Linear model**

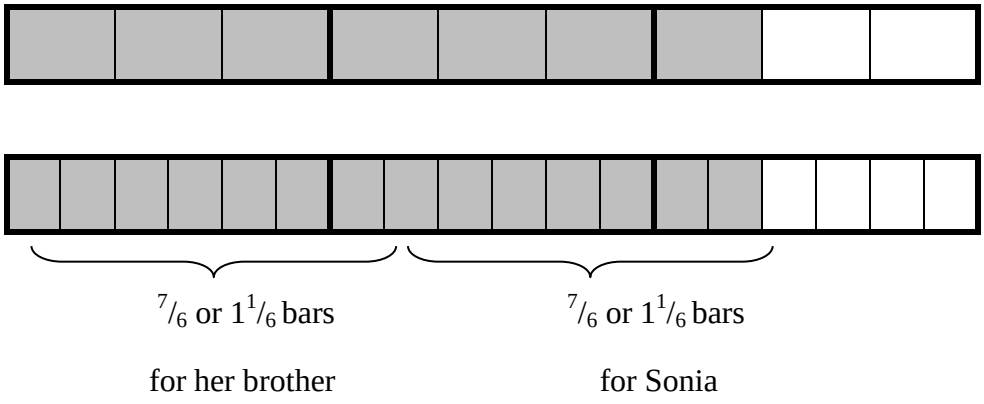


Solution:

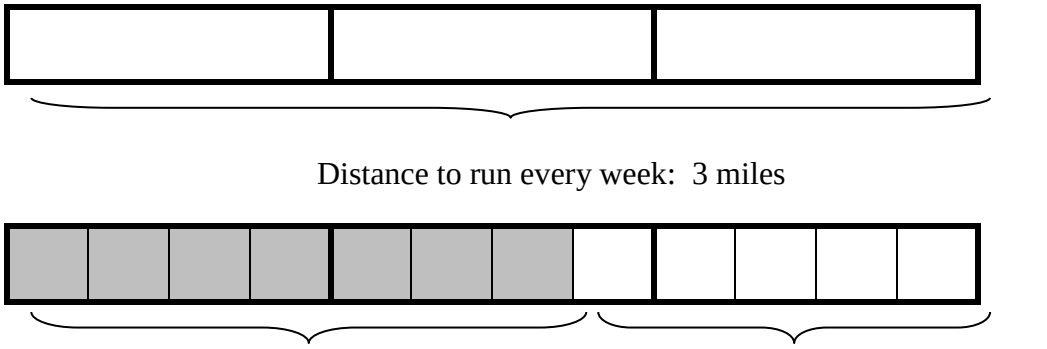


Examples: ***Using a bar diagram***

- Sonia had $2^1/_3$ candy bars. She promised her brother that she would give him $^1/_2$ of a candy bar. How much will she have left after she gives her brother the amount she promised?

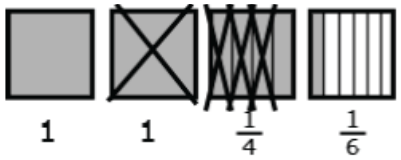


- If Mary ran 3 miles every week for 4 weeks, she would reach her goal for the month. The first day of the first week she ran $1\frac{3}{4}$ miles. How many miles does she still need to run the first week?

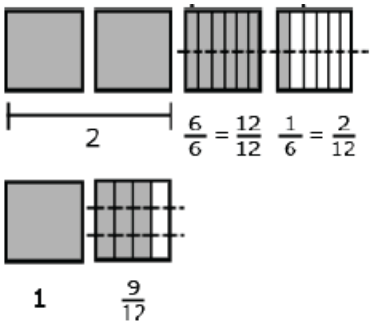


Example: ***Using an area model to subtract***

- This model shows $1\frac{3}{4}$ subtracted from $3\frac{1}{6}$ leaving $1 + \frac{1}{4} + \frac{1}{6}$ which a student can then change to $1 + \frac{3}{12} + \frac{2}{12} = 1\frac{5}{12}$.



- This diagram models a way to show how $3\frac{1}{6}$ and $1\frac{3}{4}$ can be expressed with a denominator of 12. Once this is accomplished, a student can complete the problem, $2\frac{14}{12} - 1\frac{9}{12} = 1\frac{5}{12}$.



Estimation skills include identifying when estimation is appropriate, determining the level of accuracy needed, selecting the appropriate method of estimation, and verifying solutions or determining the reasonableness of situations using various estimation strategies. Estimation strategies for calculations with fractions extend from students' work with whole number operations and can be supported through the use of physical models.

Example:

Elli drank $^{3}/_{5}$ quart of milk and Javier drank $^{1}/_{10}$ of a quart less than Ellie. How much milk did they drink all together?

Solution:

$$\frac{3}{5}-\frac{1}{10}=\frac{6}{10}-\frac{1}{10}=\frac{5}{10}$$

$$\frac{3}{5}+\frac{5}{10}=\frac{6}{10}+\frac{5}{10}=\frac{11}{10}$$

This solution is reasonable because Ellie drank more than $^{1}/_{2}$ quart and Javier drank $^{1}/_{2}$ quart, so together they drank slightly more than one quart.

Common Misconceptions

When solving problems that require renaming units, students use their knowledge of renaming the numbers as with whole numbers. Students need to pay attention to the unit of measurement which dictates the renaming and the number to use. The same procedures used in renaming whole numbers should not be taught when solving problems involving measurement conversions. For example, when subtracting 5 inches from 2 feet, students may take one foot from the 2 feet and use it as 10 inches. Since there were no inches with the 2 feet, they put 1 with 0 inches and make it 10 inches.

CCGPS CLUSTER: #2 APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF MULTIPLICATION AND DIVISION TO MULTIPLY AND DIVIDE FRACTIONS.

Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***fraction, numerator, denominator, operations, multiplication/multiply, division/divide, mixed numbers, product, quotient, partition, equal parts, equivalent, factor, unit fraction, area, side lengths, fractional side lengths, scaling, comparing.***

CCGPS.5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem

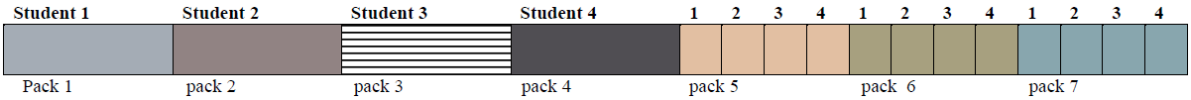
This standard calls for students to extend their work of partitioning a number line from third and fourth grade. Students need ample experiences to explore the concept that a fraction is a way to represent the division of two quantities. Students are expected to demonstrate their understanding using concrete materials, drawing models, and explaining their thinking when working with fractions in multiple contexts. They read 3/5 as "three fifths" and after many experiences with sharing problems, learn that 3/5 can also be interpreted as "3 divided by 5."

Examples:

1. Ten team members are sharing 3 boxes of cookies. How much of a box will each student get?
   When working this problem a student should recognize that the 3 boxes are being divided into 10 groups, so s/he is seeing the solution to the following equation, $10 \times n = 3$ (10 groups of some amount is 3 boxes) which can also be written as $n = 3 \div 10$. Using models or diagram, they divide each box into 10 groups, resulting in each team member getting 3/10 of a box.
2. Two afterschool clubs are having pizza parties. For the Math Club, the teacher will order 3 pizzas for every 5 students. For the student council, the teacher will order 5 pizzas for every 8 students. Since you are in both groups, you need to decide which party to attend. How much pizza would you get at each party? If you want to have the most pizza, which party should you attend?
3. The six fifth grade classrooms have a total of 27 boxes of pencils. How many boxes will each classroom receive?

Students may recognize this as a whole number division problem but should also express this equal sharing problem as $^{27}/_{6}$. They explain that each classroom gets $^{27}/_{6}$ boxes of pencils and can further determine that each classroom get $4^{3}/_{6}$ or $4^{1}/_{2}$ boxes of pencils.

4. Your teacher gives 7 packs of paper to your group of 4 students. If you share the paper equally, how much paper does each student get?



Each student receives 1 whole pack of paper and $^{1}/_{4}$ of the each of the 3 packs of paper. So each student gets $1^{3}/_{4}$ packs of paper.

CCGPS.5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

Students need to develop a fundamental understanding that the multiplication of a fraction by a whole number could be represented as repeated addition of a unit fraction (e.g., $2 \times (^{1}/_{4}) = {}^{1}/_{4} + {}^{1}/_{4}$.

This standard extends student's work of multiplication from earlier grades. In 4th grade, students worked with recognizing that a fraction such as $^{3}/_{5}$ actually could be represented as 3 pieces that are each one-fifth ($3 \times {}^{1}/_{5}$). This standard references both the multiplication of a fraction by a whole number and the multiplication of two fractions.

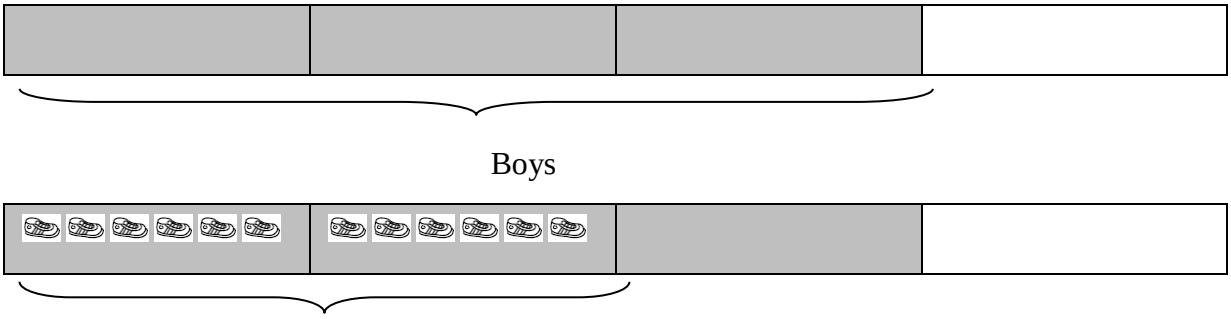
Visual fraction models (area models, tape diagrams, number lines) should be used and created by students during their work with this standard.

As they multiply fractions such as $^{3}/_{5} \times 6$, they can think of the operation in more than one way.
$3 \times (6 \div 5)$ or $(3 \times {}^{6}/_{5})$
$(3 \times 6) \div 5$ or $18 \div 5$ (18/5)

Students create a story problem for $^{3}/_{5} \times 6$ such as:
Isabel had 6 feet of wrapping paper. She used $^{3}/_{5}$ of the paper to wrap some presents. How much does she have left?
Every day Tim ran $^{3}/_{5}$ of mile. How far did he run after 6 days? (Interpreting this as $6 \times {}^{3}/_{5}$)

Example:
Three-fourths of the class is boys. Two-thirds of the boys are wearing tennis shoes. What fraction of the class are boys wearing tennis shoes?

This question is asking what is $^{2}/_{3}$ of $^{3}/_{4}$ what is $^{2}/_{3} \times {}^{3}/_{4}$? In this case you have $^{2}/_{3}$ groups of size $^{3}/_{4}$. (A way to think about it in terms of the language for whole numbers is by using an example such as 4×5, which means you have 4 groups of size 5.)



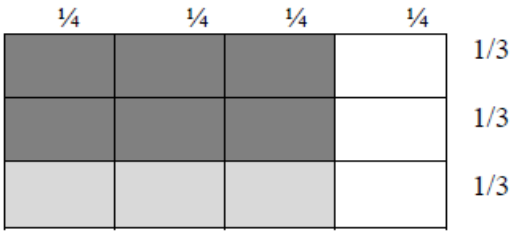
The array model is very transferable from whole number work and then to binomials.

Additional student solutions are shown on the next page.

Student 1

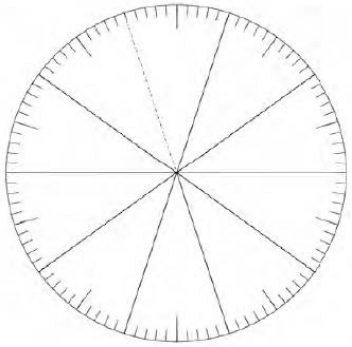
I drew rectangle to represent the whole class. The four columns represent the fourths of a class. I shaded 3 columns to represent the fraction that are boys. I then split the rectangle with horizontal lines into thirds.

The dark area represents the fraction of the boys in the class wearing tennis shoes, which is 6 out of 12. That is $^{6}/_{12}$, which equals $^{1}/_{2}$.

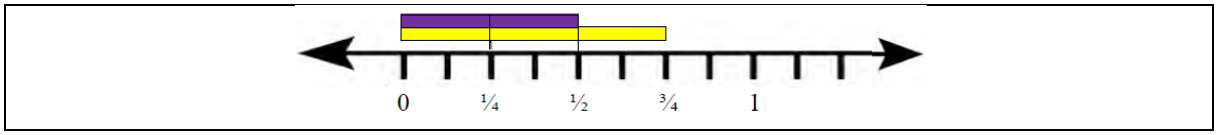


Student 2

I used a fraction circle to model how I solved the problem. First I will shade the fraction circle to show the $^{3}/_{4}$ and then overlay with $^{2}/_{3}$ of that.



Student 3

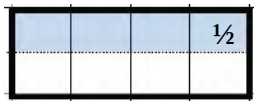


b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

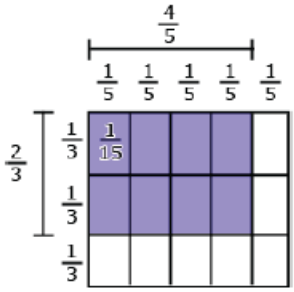
This standard extends students' work with area. In third grade students determine the area of rectangles and composite rectangles. In fourth grade students continue this work. The fifth grade standard calls students to continue the process of covering (with tiles). Grids (see picture) below can be used to support this work.
Example:
The home builder needs to cover a small storage room floor with carpet. The storage room is 4 meters long and half of a meter wide. How much carpet do you need to cover the floor of the storage room? Use a grid to show your work and explain your answer.

Student
In the grid below I shaded the top half of 4 boxes. When I added them together, I added ½ four times, which equals 2. I could also think about this with multiplication ½ × 4 is equal to $^{4}/_{2}$ which is equal to 2.

4



Example:
In solving the problem $^2/_3 \times {}^4/_5$, students use an area model to visualize it as a 2 by 4 array of small rectangles each of which has side lengths $^1/_3$ and $^1/_5$. They reason that $^1/_3 \times {}^1/_5 = {}^1/_{(3 \times 5)}$ by counting squares in the entire rectangle, so the area of the shaded area is $(2 \times 4) \times {}^1/_{(3 \times 5)} = {}^{(2 \times 5)}/_{(3 \times 5)}$. They can explain that the product is less than $^4/_5$ because they are finding $^2/_3$ of $^4/_5$. They can further estimate that the answer must be between $^2/_5$ and $^4/_5$ because of is more than $^1/_2$ of $^4/_5$ and less than one group of $^4/_5$.



The area model and the line segments show that the area is the same quantity as the product of the side lengths.

CCGPS.5.NF.5 Interpret multiplication as scaling (resizing), by:

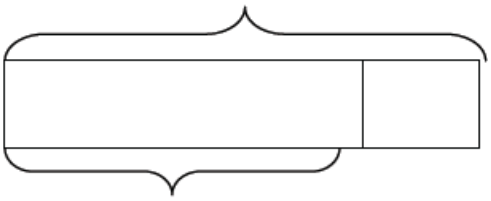
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication

This standard calls for students to examine the magnitude of products in terms of the relationship between two types of problems. This extends the work with CCGPS.5.OA.1.

Example 1: Mrs. Jones teaches in a room that is 60 feet wide and 40 feet long. Mr. Thomas teaches in a room that is half as wide, but has the same length. How do the dimensions and area of Mr. Thomas' classroom compare to Mrs. Jones' room? Draw a picture to prove your answer.	Example 2: How does the product of 225×60 compare to the product of 225×30? How do you know? Since 30 is half of 60, the product of 225×60 will be double or twice as large as the product of 225×30.

Example:
¾ is less than 7 because 7 is multiplied by a factor less than 1 so the product must be less than 7.

7



¾ × 7

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

This standard asks students to examine how numbers change when we multiply by fractions. Students should have ample opportunities to examine both cases in the standard:

a) when multiplying by a fraction greater than 1, the number increases and
b) when multiplying by a fraction less the one, the number decreases. This standard should be explored and discussed while students are working with CCGPS.5.NF.4, and should not be taught in isolation.

Example:

Mrs. Bennett is planting two flower beds. The first flower bed is 5 meters long and 6/5 meters wide. The second flower bed is 5 meters long and $^{5}/_{6}$ meters wide. How do the areas of these two flower beds compare? Is the value of the area larger or smaller than 5 square meters? Draw pictures to prove your answer.

Example:

$2^{2}/_{3} \times 8$ must be more than 8 because 2 groups of 8 is 16 and $2^{2}/_{3}$ is almost 3 groups of 8. So the answer must be close to, but less than 24.

$^{3}/_{4} = {}^{(5 \times 3)}/_{(5 \times 4)}$ because multiplying $^{3}/_{4}$ by $^{5}/_{5}$ is the same as multiplying by 1

CCGPS.5.NF.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.

This standard builds on all of the work done in this cluster. Students should be given ample opportunities to use various strategies to solve word problems involving the multiplication of a fraction by a mixed number. This standard could include fraction by a fraction, fraction by a mixed number or mixed number by a mixed number.

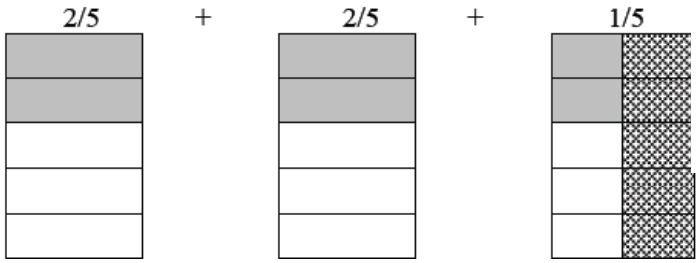
Example:

There are $2^{1}/_{2}$ bus loads of students standing in the parking lot. The students are getting ready to go on a field trip. $^{2}/_{5}$ of the students on each bus are girls. How many busses would it take to carry ***only*** the girls?

Student 1

I drew 3 grids and 1 grid represents 1 bus. I cut the third grid in half and I marked out the right half of the third grid, leaving $2^{1}/_{2}$ grids. I then cut each grid into fifths, and shaded two-fifths of each grid to represent the number of girls.

When I added up the shaded pieces, $^{2}/_{5}$ of the 1st and 2nd bus were both shaded, and $^{1}/_{5}$ of the last bus was shaded.



It would take 1

Student 2

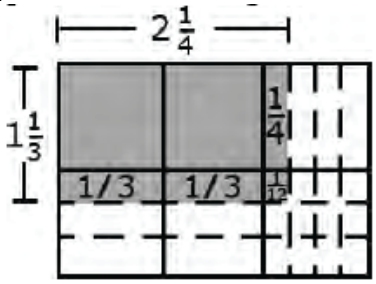
$2^{1}/_{2} \times {}^{2}/_{5} = ?$

I split the $2^{1}/_{2}$ 2 and $^{1}/_{2}$. $2^{1}/_{2} \times {}^{2}/_{5} = {}^{4}/_{5}$, and $^{1}/_{2} \times {}^{2}/_{5} = {}^{2}/_{10}$. Then I added $^{4}/_{5}$ and $^{2}/_{10}$. Because $^{2}/_{10} = {}^{1}/_{5}$, $^{4}/_{5} + {}^{2}/_{10} = {}^{4}/_{5} + {}^{1}/_{5} = 1$. So there is 1 whole bus load of just girls.

Example:
Evan bought 6 roses for his mother. $^{2}/_{3}$ of them were red. How many red roses were there?
Using a visual, a student divides the 6 roses into 3 groups and counts how many are in 2 of the 3 groups.



A student can use an equation to solve: $^{2}/_{3} \times 6 = {}^{12}/_{3} = 4$. There were 4 red roses.
Example:
Mary and Joe determined that the dimensions of their school flag needed to be $1^{1}/_{3}$ ft. by $2^{1}/_{4}$ ft. What will be the area of the school flag?
A student can draw an array to find this product and can also use his or her understanding of decomposing numbers to explain the multiplication. Thinking ahead a student may decide to multiply by $1^{1}/_{3}$ instead of $2^{1}/_{4}$.



The explanation may include the following:

- First, I am going to multiply $2^{1}/_{4}$ by 1 and then by $^{1}/_{3}$.

- When I multiply $2^1/_4$ by 1, it equals $2^1/_4$.
- Now I have to multiply $2^1/_4$ by $^1/_3$.
- $^1/_3$ times 2 is $^2/_3$.
- $^1/_3$ times $^1/_4$ is $^1/_{12}$.

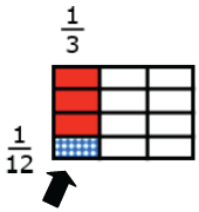
So the answer is $2^1/_4 + {}^2/_3 + {}^1/_{12}$ or $2^3/_{12} + {}^8/_{12} + {}^1/_{12} = 2^{12}/_{12} = 3$

CCGPS.5.NF.7 Apply and extend previous understandings of division to divide unit fractions, by whole numbers and whole numbers by unit fractions

When students begin to work on this standard, it is the first time they are dividing with fractions. In 4th grade students divided whole numbers, and multiplied a whole number by a fraction. The concept *unit fraction* is a fraction that has a one in the denominator. For example, the fraction $^3/_5$ is 3 copies of the unit fraction $^1/_5$. $^1/_5 + {}^1/_5 + {}^1/_5 = {}^3/_5 = {}^1/_5 \times 3$ or $3 \times {}^1/_5$.

Example:

Knowing the number of groups/shares and finding how many/much in each group/share Four students sitting at a table were given $^1/_3$ of a pan of brownies to share. How much of a pan will each student get if they share the pan of brownies equally?



The diagram shows the $^1/_3$ pan divided into 4 equal shares with each share equaling $^1/_{12}$ of the pan.

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.*

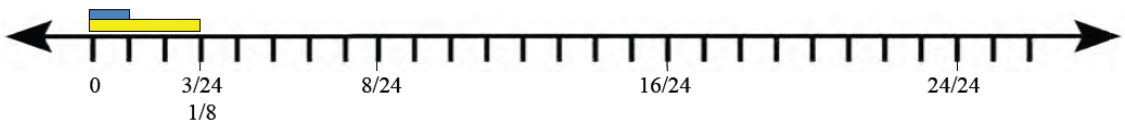
This standard asks students to work with story contexts where a unit fraction is divided by a non-zero whole number. Students should use various fraction models and reasoning about fractions.

Example:

You have $^1/_8$ of a bag of pens and you need to share them among 3 people. How much of the bag does each person get?

Student 1

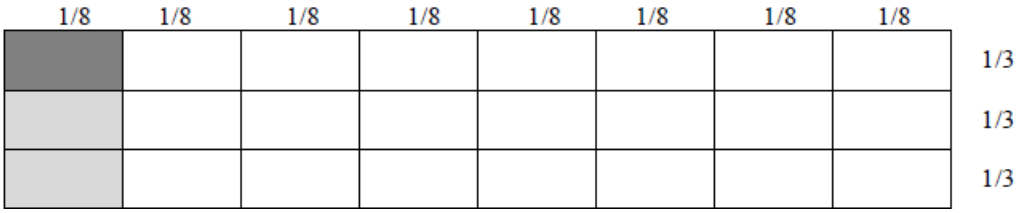
I know I need to find the value of the expression $^1/_8 \div 3$, and I want to use a number line.



Student 2

I drew a rectangle and divided it into 8 columns to represent my $^1/_8$. I shaded the first column. I then needed to divide the shaded region into 3 parts to represent sharing among 3

people. I shaded one-third of the first column even darker. The dark shade is $^1/_{24}$ of the grid or $^1/_{24}$ of the bag of pens.



Student 3

$^1/_8$ of a bag of pens divided by 3 people. I know that my answer will be less than $^1/_8$ since I'm sharing $^1/_8$ into 3 groups. I multiplied 8 by 3 and got 24, so my answer is $^1/_{24}$ of the bag of pens. I know that my answer is correct because $(^1/_{24}) \times 3 = {}^3/_{24}$ which equals $^1/_8$.

b. **<u>Interpret division of a whole number by a unit fraction, and compute such quotients.</u>** ***<u>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.</u>***

This standard calls for students to create story contexts and visual fraction models for division situations where a whole number is being divided by a unit fraction.

Example:
Create a story context for $5 \div {}^1/_6$. Find your answer and then draw a picture to prove your answer and use multiplication to reason about whether your answer makes sense. How many $^1/_6$ are there in 5?

Student

The bowl holds 5 Liters of water. If we use a scoop that holds $^1/_6$ of a Liter, how many scoops will we need in order to fill the entire bowl?

I created 5 boxes. Each box represents 1 Liter of water. I then divided each box into sixths to represent the size of the scoop. My answer is the number of small boxes, which is 30. That makes sense since $6 \times 5 = 30$.



$1 = {}^1/_6 + {}^1/_6 + {}^1/_6 + {}^1/_6 + {}^1/_6$ a whole has $^6/_6$ so five wholes would be $^6/_6 + {}^6/_6 + {}^6/_6 + {}^6/_6 + {}^6/_6 = {}^{30}/_6$.

c. **<u>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</u>**

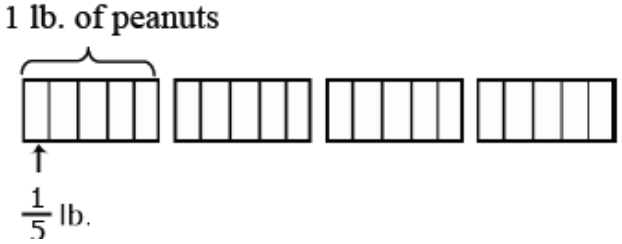
models and equations to represent the problem. ***For example, how much chocolate will each person get if 3 people share ½ lb of chocolate equally? How many 1/3-cup servings are 2 cups of raisins***

This standard extends students' work from other standards in CCGPS.5.NF.7. Student should continue to use visual fraction models and reasoning to solve these real-world problems.

Example:
How many $^1/_3$-cup servings are in 2 cups of raisins?

Student
I know that there are three $^1/_3$ cup servings in 1 cup of raisins. Therefore, there are 6 servings in 2 cups of raisins. I can also show this since 2 divided by $^1/_3 = 2 \times 3 = 6$ servings of raisins.

Examples:
Knowing how many in each group/share and finding how many groups/shares
Angelo has 4 lbs of peanuts. He wants to give each of his friends $^1/_5$ lb. How many friends can receive $^1/_5$ lb of peanuts?
A diagram for $4 \div {}^1/_5$ is shown below. Students explain that since there are five fifths in one whole, there must be 20 fifths in 4 lbs.



1. How much rice will each person get if 3 people share $^1/_2$ lb of rice equally?
   - $^1/_2 \div 3 = {}^3/_6 \div 3 = {}^1/_6$
   - A student may think or draw $^1/_2$ and cut it into 3 equal groups then determine that each of those part is $^1/_6$.
   - A student may think of $^1/_2$ as equivalent to $^3/_6$. $^3/_6$ divided by 3 is $^1/_6$.

MEANSUREMENT AND DATA

CCGPS CLUSTER #1: CONVERT LIKE MEASUREMENT UNITS WITHIN A GIVEN MEASUREMENT SYSTEM.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***conversion/convert, metric and customary measurement From previous grades: relative size, liquid volume, mass, length, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L), milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), hour, minute, second***

CCGPS.5.MD.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.

This standard calls for students to convert measurements within the same system of measurement in the context of multi-step, real-world problems. Both customary and standard measurement systems are included; students worked with both metric and customary units of length in second grade. In third grade, students work with metric units of mass and liquid volume. In fourth grade, students work with both systems and begin conversions within systems in length, mass and volume.

Students should explore how the base-ten system supports conversions within the metric system. Example: 100 cm = 1 meter.

CCGPS CLUSTER #2: REPRESENT AND INTERPRET DATA.

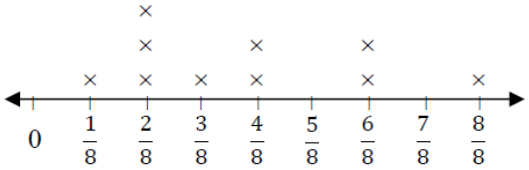
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***line plot, length, mass, liquid volume.***

CCGPS.5. MD.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 beakers were***

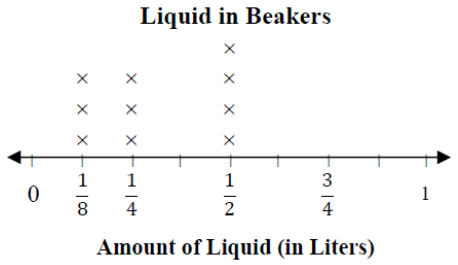
This standard provides a context for students to work with fractions by measuring objects to one-eighth of a unit. This includes length, mass, and liquid volume. Students are making a line plot of this data and then adding and subtracting fractions based on data in the line plot.

Example:

Students measured objects in their desk to the nearest $^1/_2$, $^1/_4$, or $^1/_8$ of an inch then displayed data collected on a line plot. How many objects measured $^1/_4$? $^1/_2$? If you put all the objects together end to end what would be the total length of **all** the objects?



Example:
Ten beakers, measured in liters, are filled with a liquid.



The line plot above shows the amount of liquid in liters in 10 beakers. If the liquid is redistributed equally, how much liquid would each beaker have? (This amount is the mean.)

Students apply their understanding of operations with fractions. They use either addition and/or multiplication to determine the total number of liters in the beakers. Then the sum of the liters is shared evenly among the ten beakers.

CCGPS CLUSTER #3: GEOMETRIC MEASUREMENT: UNDERSTAND CONCEPTS OF VOLUME AND RELATE VOLUME TO MULTIPLICATION AND TO ADDITION.

Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***measurement, attribute, volume, solid figure, right rectangular prism, unit, unit cube, gap, overlap, cubic units (cubic cm, cubic in. cubic ft. nonstandard cubic units), multiplication, addition, edge lengths, height, area of base.***

CCGPS.5.MD.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.

CCGPS.5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

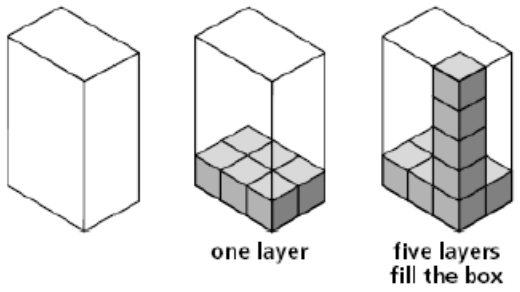
CCGPS.5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

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 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 volumes 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

CCGPS.5.MD.3, CCGPS.5.MD.4, and **CCGPS.5.MD.5:** *These standards represent the first time that students begin exploring the concept of volume. In third grade, students begin working with area and covering spaces. The concept of volume should be extended from area with the idea that students are covering an area (the bottom of cube) with a layer of unit cubes and then adding layers of unit cubes on top of bottom layer (see picture below). Students should have ample experiences with concrete manipulatives before moving to pictorial representations. Students' prior experiences with volume were restricted to liquid volume. As students develop their understanding volume they understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. This cube has a length of 1 unit, a width of 1 unit and a height of 1 unit and is called a cubic unit. This cubic unit is written with an exponent of 3 (e.g., in^3, m^3). Students connect this notation to their understanding of powers of 10 in our place value system. Models of cubic inches, centimeters, cubic feet, etc are helpful in developing an image of a cubic unit. Students estimate how many cubic yards would be needed to fill the classroom or how many cubic centimeters would be needed to fill a pencil box.*



(3×2) represents the number of blocks in the first layer

$(3 \times 2) \times 5$ represents the number of blocks in 5 layers

6×5 represents the number of block to fill the figure

30 blocks fill the figure

CCGPS.5.MD.5a and CCGPS.5.MD.5b:

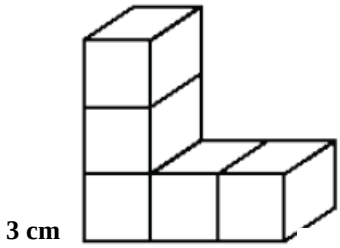
These standards involve finding the volume of right rectangular prisms. (See diagram below.) Students should have experiences to describe and reason about why the formula is true. Specifically, that they are covering the bottom of a right rectangular prism (length x width) with

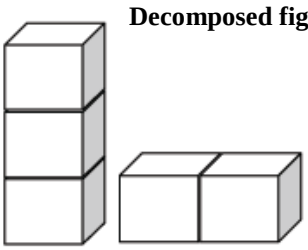
multiple layers (height). Therefore, the formula (length × width × height) is an extension of the formula for the area of a rectangle.

CCGPS.5.MD.5c:

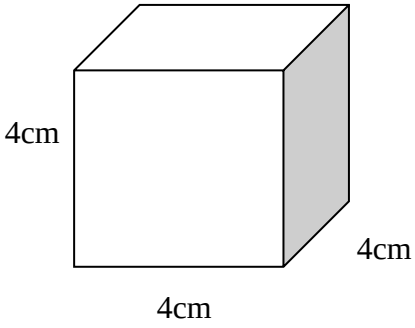
This standard calls for students to extend their work with the area of composite figures into the context of volume. Students should be given concrete experiences of breaking apart (decomposing) 3-dimensional figures into right rectangular prisms in order to find the volume of the entire 3-dimensional figure.

Example:

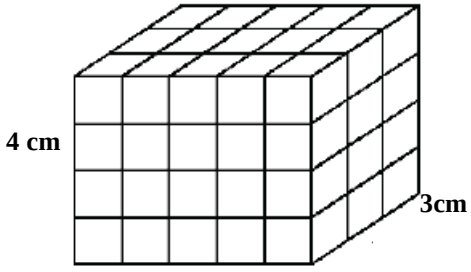




Example:



Example:



Students need multiple opportunities to measure volume by filling rectangular prisms with cubes and looking at the relationship between the total volume and the area of the base. They derive the

volume formula (volume equals the area of the base times the height) and explore how this idea would apply to other prisms. Students use the associative property of multiplication and decomposition of numbers using factors to investigate rectangular prisms with a given number of cubic units.

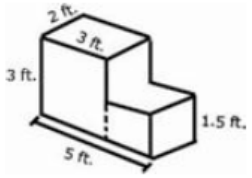
Example:

When given 24 cubes, students make as many rectangular prisms as possible with a volume of 24 cubic units. Students build the prisms and record possible dimensions.

Length	**Width**	**Height**
1	2	12
2	2	6
4	2	3
8	3	1

Example:

Students determine the volume of concrete needed to build the steps in the diagram at the right.



GEOMETRY

CCGPS CLUSTER #1: GRAPH POINTS ON THE COORDINATE PLANE TO SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: ***coordinate system, coordinate plane, first quadrant, points, lines, axis/axes, x-axis, y-axis, horizontal, vertical, intersection of lines, origin, ordered pairs, coordinates, x-coordinate, y-coordinate.***

CCGPS.5.G.1 Use a pair of perpendicular 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 axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate

CCGPS.5.G.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.

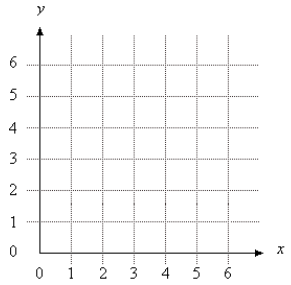
CCGPS.5.G.1 and CCGPS.5.G.2:
These standards deal with only the first quadrant (positive numbers) in the coordinate plane.

Example:

Connect these points in order on the coordinate grid at the right:

(2, 2) (2, 4) (2, 6) (2, 8) (4, 5) (6, 8) (6, 6) (6, 4) and (6, 2).

What letter is formed on the grid?



Solution: "M" is formed.

Example:

Plot these points on a coordinate grid.

- Point A: (2,6)
- Point B: (4,6)
- Point C: (6,3)

- Point D: (2,3)

Connect the points in order. Make sure to connect Point D back to Point A.

1. What geometric figure is formed? What attributes did you use to identify it?
2. What line segments in this figure are parallel?
3. What line segments in this figure are perpendicular?

Solutions:

1. *Trapezoid*
2. *line segments AB and DC are parallel*
3. *segments AD and DC are perpendicular*

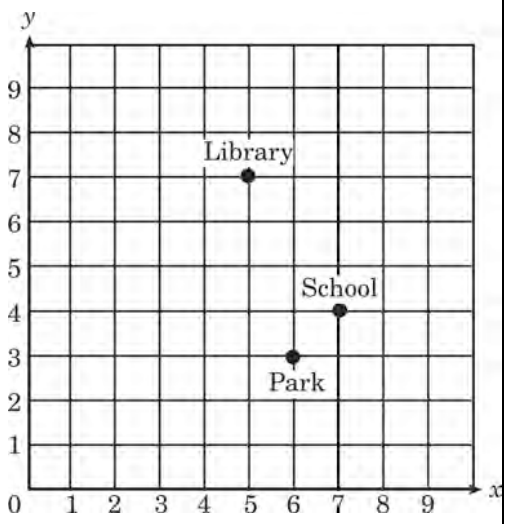
Example:

Emanuel draws a line segment from (1, 3) to (8, 10). He then draws a line segment from (0, 2) to (7, 9). If he wants to draw another line segment that is parallel to those two segments what points will he use?

This standard references real-world and mathematical problems, including the traveling from one point to another and identifying the coordinates of missing points in geometric figures, such as squares, rectangles, and parallelograms.

Example:

Using the coordinate grid, which ordered pair represents the location of the school? Explain a possible path from the school to the library.



Example:

Sara has saved $20. She earns $8 for each hour she works.

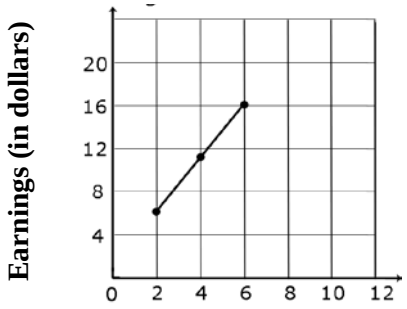
1. If Sara saves all of her money, how much will she have after working each of the following
   a. 3 hours?
   b. 5 hours?
   c. 10 hours?
2. Create a graph that shows the relationship between the hours Sara worked and the amount of money she has saved.

3. What other information do you know from analyzing the graph?

Example:

Use the graph below to determine how much money Jack makes after working exactly 9 hours.

Earnings and Hours Worked



Common Misconceptions

When playing games with coordinates or looking at maps, students may think the order in plotting a coordinate point is not important. Have students plot points so that the position of the coordinates is switched. For example, have students plot (3, 4) and (4, 3) and discuss the order used to plot the points. Have students create directions for others to follow so that they become aware of the importance of direction and distance.

CCGPS CLUSTER #2: CLASSIFY TWO-DIMENSIONAL FIGURES INTO CATEGORIES BASED ON THEIR PROPERTIES.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: attribute, category, subcategory, hierarchy, (properties)-rules about how numbers work, two dimensional From previous grades: ***polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle.***

CCGPS.5.G.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***

This standard calls for students to reason about the attributes (properties) of shapes. Students should have experiences discussing the property of shapes and reasoning.

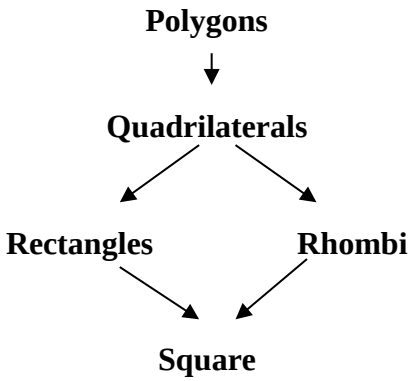
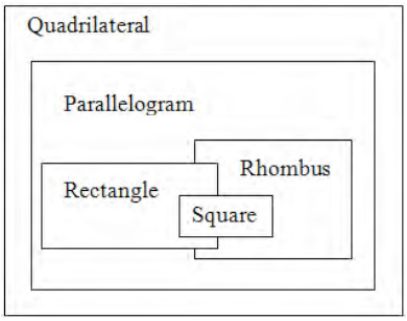
Example:
Examine whether all quadrilaterals have right angles. Give examples and non-examples.
Examples of questions that might be posed to students:

- If the opposite sides on a figure are parallel and congruent, then the figure is a rectangle. True or false?
- A parallelogram has 4 sides with both sets of opposite sides parallel. What types of quadrilaterals are parallelograms?
- Regular polygons have all of their sides and angles congruent. Name or draw some regular polygons.
- All rectangles have 4 right angles. Squares have 4 right angles so they are also rectangles. True or False?
- A trapezoid has at least 2 sides parallel so it must be a parallelogram. True or False?

CCGPS.5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

This standard builds on what was done in 4th grade. Figures from previous grades: polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle

Example:
Create a hierarchy diagram using the following terms.

• polygons – a closed plane figure formed from line segments that meet only at their endpoints • quadrilaterals - a four-sided polygon • rectangles - a quadrilateral with two pairs of congruent parallel sides and four right angles . • rhombi – a parallelogram with all four sides equal in length. • square – a parallelogram with four congruent sides and four right angles.	***Possible student solution:*** 
• quadrilateral – a four-sided polygon. • parallelogram – a quadrilateral with two pairs of parallel and congruent sides. • rectangle – a quadrilateral with two pairs of congruent, parallel sides and four right angles • rhombus – a parallelogram with all four sides equal in length • square – a parallelogram with four congruent sides and four right angles.	***Possible student solution:*** 

Student should be able to reason about the attributes of shapes by examining questions like the following.

- What are ways to classify triangles?
- Which quadrilaterals have opposite angles congruent and why is this true of certain quadrilaterals?
- How many lines of symmetry does a regular polygon have?

Common Misconceptions

Students think that when describing geometric shapes and placing them in subcategories, the last category is the only classification that can be used.

CCGPS
Curriculum Map

Mathematics

6th Grade

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Common Core Georgia Performance Standards
Sixth Grade – At a Glance

Common Core Georgia Performance Standards: Curriculum Map							
1st Semester				2nd Semester			
Unit 1 *(4 – 5 weeks)*	Unit 2 *(3 – 4 weeks)*	Unit 3 *(4 – 5 weeks)*	Unit 4 *(4 – 5 weeks)*	Unit 5 *(4 – 5 weeks)*	Unit 6 *(4 – 5 weeks)*	Unit 7 *(3 – 4 weeks)*	Unit 8 *(3 – 4 weeks)*
Number System Fluency	**Rate, Ratio and Proportional Reasoning Using Equivalent Fractions**	**Expressions**	**One-Step Equations and Inequalities**	**Area and Volume**	**Statistics**	**Rational Explorations: Numbers and their Opposites**	**Show What We Know**
MCC6.NS.1 **MCC6.NS.2** **MCC6.NS.3** **MCC6.NS.4**	**MCC6.RP.1** **MCC6.RP.2** **MCC6.RP.3a** **MCC6.RP.3b** **MCC6.RP.3c** **MCC6.RP.3d**	**MCC6.EE.1** **MCC6.EE.2a** **MCC6.EE.2b** **MCC6.EE.2c** **MCC6.EE.3** **MCC6.EE.4**	**MCC6.EE.5** **MCC6.EE.6** **MCC6.EE.7** **MCC6.EE.8** **MCC6.EE.9** **MCC6.RP.3a** **MCC6.RP.3b** **MCC6.RP.3c** **MCC6.RP.3d** **(equations)**	**MCC6.G.1** **MCC6.G.2** **MCC6.G.4**	**MCC6.SP.1** **MCC6.SP.2** **MCC6.SP.3** **MCC6.SP.4** **MCC6.SP.5**	**MCC6.NS.5** **MCC6.NS.6a** **MCC6.NS.6b** **MCC6.NS.6c** **MCC6.NS.7a** **MCC6.NS.7b** **MCC6.NS.7c** **MCC6.NS.7d** **MCC6.NS.8** **MCC6.G.3**	**ALL**
Incorporated Standards							
	MCC6.NS.1 ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.EE.2c*** ***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***		
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.							

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 6-8 Key: NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability.

Common Core Georgia Performance Standards
Sixth Grade – 1st Semester

Common Core Georgia Performance Standards: Curriculum Map

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.	**5** Use appropriate tools strategically.
2 Reason abstractly and quantitatively.	**6** Attend to precision.
3 Construct viable arguments and critique the reasoning of others.	**7** Look for and make use of structure.
4 Model with mathematics.	**8** Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3	Unit 4
Number System Fluency	**Rate, Ratio and Proportional Reasoning Using Equivalent Fractions**	**Expressions**	**One-Step Equations and Inequalities**
Apply and extend previous understandings of multiplication and division to divide fractions by fractions. **MCC6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. **Compute fluently with multi-digit numbers and find common factors and multiples.** **MCC6.NS.2** Fluently divide multi-digit numbers using the standard algorithm. **MCC6.NS.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **MCC6.NS.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	**Understand ratio concepts and use ratio reasoning to solve problems.** **MCC6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. **MCC6.RP.2** Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. **MCC6.RP.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. **MCC6.RP.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. **MCC6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. **MCC6.RP.3c** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent. **MCC6.RP.3d** Use ratio reasoning to convert measurement units; manipulate and transform	**Apply and extend previous understandings of arithmetic to algebraic expressions.** **MCC6.EE.1** Write and evaluate numerical expressions involving whole-number exponents. **MCC6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers. **MCC6.EE.2a** Write expressions that record operations with numbers and with letters standing for numbers. **MCC6.EE.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **MCC6.EE.2c** Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). **MCC6.EE.3** Apply the properties of operations to generate equivalent expressions. **MCC6.EE.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	**Reason about and solve one-variable equations and inequalities.** **MCC6.EE.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **MCC6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **MCC6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **MCC6.EE.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **Represent and analyze quantitative relationships between dependent and**

	units appropriately when multiplying or dividing quantities.		**<u>independent variables.</u>** **MCC6.EE.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. **<u>Understand ratio concepts and use ratio reasoning to solve problems.</u>** **MCC6.RP.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. **MCC6.RP.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. **MCC6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. **MCC6.RP.3c** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent. **MCC6.RP.3d** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Incorporated Standards			
	MCC6.NS.1 ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***

Common Core Georgia Performance Standards
Sixth Grade – 2nd Semester

Common Core Georgia Performance Standards: Curriculum Map	
Standards for Mathematical Practice	
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.	**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.

2nd Semester

Unit 5	Unit 6	Unit 7	Unit 8
Area and Volume	**Statistics**	**Rational Explorations: Numbers and their Opposites**	**Show What We Know**
Solve real-world and mathematical problems involving area, surface area, and volume. **MCC6.G.1** Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **MCC6.G.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **MCC6.G.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	**Develop understanding of statistical variability.** **MCC6.SP.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. **MCC6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **MCC6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. **Summarize and describe distributions.** **MCC6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **MCC6.SP.5** Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the	**Apply and extend previous understandings of numbers to the system of rational numbers.** **MCC6.NS.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **MCC6.NS.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **MCC6.NS.6a** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. **MCC6.NS.6b** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	**ALL**

	overall pattern with reference to the context in which the data was gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.	**MCC6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **MCC6.NS.7** Understand ordering and absolute value of rational numbers. **MCC6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. **MCC6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. **MCC6.NS.7c** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. **MCC6.NS.7d** Distinguish comparisons of absolute value from statements about order. **MCC6.NS.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Solve real-world and mathematical problems involving area, surface area, and volume.** **MCC6.G.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	
Incorporated Standards			
MCC6.EE.2c ***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***		

CCGPS
Curriculum Map

Mathematics

Accelerated Mathematics 6/7A

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Common Core Georgia Performance Standards
Accelerated Mathematics 6/7A – At a Glance

Common Core Georgia Performance Standards: Curriculum Map									
1st Semester					2nd Semester				
Unit 1 *(3–4 weeks)*	Unit 2 *(2–3 weeks)*	Unit 3 *(3–4 weeks)*	Unit 4 *(3–4 weeks)*	Unit 5 *(3–4 weeks)*	Unit 6 *(3–4 weeks)*	Unit 7 *(2–3 weeks)*	Unit 8 *(3–4 weeks)*	Unit 9 *(3–4 weeks)*	Unit 10 *(3–4 weeks)*
Number System Fluency	**Rate, Ratio and Proportional Reasoning Using Equivalent Fractions**	**Expressions**	**One-Step Equations and Inequalities**	**Area and Volume**	**Statistics**	**Rational Explorations: Numbers and their Opposites**	**Operations with Rational Numbers**	**Expressions & Equations**	**Ratios and Proportional Relationships**
MCC6.NS.1 **MCC6.NS.2** **MCC6.NS.3** **MCC6.NS.4**	**MCC6.RP.1** **MCC6.RP.2** **MCC6.RP.3a** **MCC6.RP.3b** **MCC6.RP.3c** **MCC6.RP.3d**	**MCC6.EE.1** **MCC6.EE.2a** **MCC6.EE.2b** **MCC6.EE.2c** **MCC6.EE.3** **MCC6.EE.4**	**MCC6.EE.5** **MCC6.EE.6** **MCC6.EE.7** **MCC6.EE.8** **MCC6.EE.9** **MCC6.RP.3a** **MCC6.RP.3b** **MCC6.RP.3c** **MCC6.RP.3d** **(equations)**	**MCC6.G.1** **MCC6.G.2** **MCC6.G.4**	**MCC6.SP.1** **MCC6.SP.2** **MCC6.SP.3** **MCC6.SP.4** **MCC6.SP.5**	**MCC6.NS.5** **MCC6.NS.6a** **MCC6.NS.6b** **MCC6.NS.6c** **MCC6.NS.7a** **MCC6.NS.7b** **MCC6.NS.7c** **MCC6.NS.7d** **MCC6.NS.8** **MCC6.G.3**	**MCC7.NS.1a** **MCC7.NS.1b** **MCC7.NS.1c** **MCC7.NS.1d** **MCC7.NS.2a** **MCC7.NS.2b** **MCC7.NS.2c** **MCC7.NS.2d** **MCC7.NS.3**	**MCC7.EE.1** **MCC7.EE.2** **MCC7.EE.3** **MCC7.EE.4a** **MCC7.EE.4b**	**MCC7.RP.1** **MCC7.RP.2a** **MCC7.RP.2b** **MCC7.RP.2c** **MCC7.RP.2d** **MCC7.RP.3** **MCC7.G.1**
Incorporated Standards									
	MCC6.NS.1 ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.EE.2c*** ***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***			***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.EE.3*** ***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.									

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 6-8 Key: NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability.

Common Core Georgia Performance Standards
Accelerated Mathematics 6/7A – 1st Semester

Common Core Georgia Performance Standards: Curriculum Map

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.	**5** Use appropriate tools strategically.
2 Reason abstractly and quantitatively.	**6** Attend to precision.
3 Construct viable arguments and critique the reasoning of others.	**7** Look for and make use of structure.
4 Model with mathematics.	**8** Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Number System Fluency	**Rate, Ratio and Proportional Reasoning Using Equivalent Fractions**	**Expressions**	**One-Step Equations and Inequalities**	**Area and Volume**
Apply and extend previous understandings of multiplication and division to divide fractions by fractions. **MCC6.NS.1** Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. **Compute fluently with multi-digit numbers and find common factors and multiples.** **MCC6.NS.2** Fluently divide multi-digit numbers using the standard algorithm. **MCC6.NS.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **MCC6.NS.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a	**Understand ratio concepts and use ratio reasoning to solve problems.** **MCC6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. **MCC6.RP.2** Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. **MCC6.RP.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. **MCC6.RP.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. **MCC6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. **MCC6.RP.3c** Find a percent of a quantity as a rate per 100 (e.g., 30%	**Apply and extend previous understandings of arithmetic to algebraic expressions.** **MCC6.EE.1** Write and evaluate numerical expressions involving whole-number exponents. **MCC6.EE.2** Write, read, and evaluate expressions in which letters stand for numbers. **MCC6.EE.2a** Write expressions that record operations with numbers and with letters standing for numbers. **MCC6.EE.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **MCC6.EE.2c** Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of	**Reason about and solve one-variable equations and inequalities.** **MCC6.EE.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **MCC6.EE.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **MCC6.EE.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **MCC6.EE.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-	**Solve real-world and mathematical problems involving area, surface area, and volume.** **MCC6.G.1** Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **MCC6.G.2** Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **MCC6.G.4** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these

sum of two whole numbers with no common factor.	of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent. **MCC6.RP.3d** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Operations). **MCC6.EE.3** Apply the properties of operations to generate equivalent expressions. **MCC6.EE.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **Represent and analyze quantitative relationships between dependent and independent variables.** **MCC6.EE.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. **Understand ratio concepts and use ratio reasoning to solve problems.** **MCC6.RP.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. **MCC6.RP.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. **MCC6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. **MCC6.RP.3c** Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and	techniques in the context of solving real-world and mathematical problems.

			the percent. **MCC6.RP.3d** Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
Incorporated Standards				
	MCC6.NS.1 ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***	***MCC6.EE.2c*** ***MCC6.NS.1*** ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***

Common Core Georgia Performance Standards
Accelerated Mathematics 6/7A – 2nd Semester

Common Core Georgia Performance Standards: Curriculum Map

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.	**5** Use appropriate tools strategically.
2 Reason abstractly and quantitatively.	**6** Attend to precision.
3 Construct viable arguments and critique the reasoning of others.	**7** Look for and make use of structure.
4 Model with mathematics.	**8** Look for and express regularity in repeated reasoning.

2nd Semester

Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Statistics	**Rational Explorations: Numbers and their Opposites**	**Operations with Rational Numbers**	**Expressions & Equations**	**Ratios and Proportional Relationships**
Develop understanding of statistical variability. **MCC6.SP.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. **MCC6.SP.2** Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. **MCC6.SP.3** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. **Summarize and describe distributions.** **MCC6.SP.4** Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **MCC6.SP.5** Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation,	**Apply and extend previous understandings of numbers to the system of rational numbers.** **MCC6.NS.5** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **MCC6.NS.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **MCC6.NS.6a** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. **MCC6.NS.6b** Understand signs of	**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.** **MCC7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **MCC7.NS.1a** Describe situations in which opposite quantities combine to make 0. **MCC7.NS.1b** 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). Interpret sums of rational numbers by describing real-world contexts. **MCC7.NS.1c** 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,	**Use properties of operations to generate equivalent expressions.** **MCC7.EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **MCC7.EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. **Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** **MCC7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. **MCC7.EE.4** Use variables to	**Analyze proportional relationships and use them to solve real-world and mathematical problems.** **MCC7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. **MCC7.RP.2** Recognize and represent proportional relationships between quantities. **MCC7.RP.2a** 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. **MCC7.RP.2b** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **MCC7.RP.2c** Represent proportional relationships by equations. **MCC7.RP.2d** Explain what a point (x, y) on the graph of a proportional relationship means in terms of the

including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.	numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **MCC6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. **MCC6.NS.7** Understand ordering and absolute value of rational numbers. **MCC6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. **MCC6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. **MCC6.NS.7c** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. **MCC6.NS.7d** Distinguish comparisons of absolute value from statements about order. **MCC6.NS.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. **Solve real-world and mathematical problems involving area, surface area, and volume.** **MCC6.G.3** Draw polygons in the coordinate plane given coordinates	and apply this principle in real-world contexts. **MCC7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers. **MCC7.NS.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **MCC7.NS.2a** 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. **MCC7.NS.2b** 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 $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. **MCC7.NS.2c** Apply properties of operations as strategies to multiply and divide rational numbers. **MCC7.NS.2d** 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. **MCC7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.	represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. **MCC7.EE.4a** Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. **MCC7.EE.4b** Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. **MCC7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **Draw, construct, and describe geometrical figures and describe the relationships between them.** **MCC7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

	for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			
Incorporated Standards				
MCC6.NS.1 ***MCC6.NS.2*** ***MCC6.NS.3*** ***MCC6.NS.4***			***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.EE.3*** ***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***

CCGPS
Curriculum Map

Mathematics

7th Grade

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Common Core Georgia Performance Standards
Seventh Grade – At a Glance

Common Core Georgia Performance Standards: Curriculum Map						
1st Semester			2nd Semester			
Unit 1 *(4 – 5 weeks)*	Unit 2 *(4 – 5 weeks)*	Unit 3 *(4 – 5 weeks)*	Unit 4 *(4 – 5 weeks)*	Unit 5 *(4 – 5 weeks)*	Unit 6 *(3 – 4 weeks)*	Unit 7 *(3 – 4 weeks)*
Operations with Rational Numbers	**Expressions & Equations**	**Ratios and Proportional Relationships**	**Inferences**	**Geometry**	**Probability**	**Show What We Know**
MCC7.NS.1a **MCC7.NS.1b** **MCC7.NS.1c** **MCC7.NS.1d** **MCC7.NS.2a** **MCC7.NS.2b** **MCC7.NS.2c** **MCC7.NS.2d** **MCC7.NS.3**	**MCC7.EE.1** **MCC7.EE.2** **MCC7.EE.3** **MCC7.EE.4a** **MCC7.EE.4b**	**MCC7.RP.1** **MCC7.RP.2a** **MCC7.RP.2b** **MCC7.RP.2c** **MCC7.RP.2d** **MCC7.RP.3** **MCC7.G.1**	**MCC7.SP.1** **MCC7.SP.2** **MCC7.SP.3** **MCC7.SP.4**	**MCC7.G.2** **MCC7.G.3** **MCC7.G.4** **MCC7.G.5** **MCC7.G.6**	**MCC7.SP.5** **MCC7.SP.6** **MCC7.SP.7a** **MCC7.SP.7b** **MCC7.SP.8a** **MCC7.SP.8b** **MCC7.SP.8c**	**ALL**
Incorporated Standards						
	MCC7.NS.1 ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.EE.3*** ***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.G.1***		
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.						

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 6-8 Key: NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability

Common Core Georgia Performance Standards
Seventh Grade – 1st Semester

Common Core Georgia Performance Standards: Curriculum Map

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.	**5** Use appropriate tools strategically.
2 Reason abstractly and quantitatively.	**6** Attend to precision.
3 Construct viable arguments and critique the reasoning of others.	**7** Look for and make use of structure.
4 Model with mathematics.	**8** Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3
Operations with Rational Numbers	**Expressions & Equations**	**Ratios and Proportional Relationships**
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. **MCC7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **MCC7.NS.1a** Describe situations in which opposite quantities combine to make 0. **MCC7.NS.1b** 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). Interpret sums of rational numbers by describing real-world contexts. **MCC7.NS.1c** 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. **MCC7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers. **MCC7.NS.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **MCC7.NS.2a** 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.	**Use properties of operations to generate equivalent expressions.** **MCC7.EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **MCC7.EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. **Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** **MCC7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. **MCC7.EE.4** 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. **MCC7.EE.4a** Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. **MCC7.EE.4b** Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	**Analyze proportional relationships and use them to solve real-world and mathematical problems.** **MCC7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. **MCC7.RP.2** Recognize and represent proportional relationships between quantities. **MCC7.RP.2a** 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. **MCC7.RP.2b** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **MCC7.RP.2c** Represent proportional relationships by equations. **MCC7.RP.2d** Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. **MCC7.RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **Draw, construct, and describe geometrical figures and describe the relationships between them.** **MCC7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

MCC7.NS.2b 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 $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. **MCC7.NS.2c** Apply properties of operations as strategies to multiply and divide rational numbers. **MCC7.NS.2d** 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. **MCC7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.		
Incorporated Standards		
	MCC7.NS.1 ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.EE.3*** ***MCC7.NS.1*** ***MCC7.NS.2*** ***MCC7.NS.3***

Common Core Georgia Performance Standards
Seventh Grade – 2nd Semester

Common Core Georgia Performance Standards: Curriculum Map	
Standards for Mathematical Practice	
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.	**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.

2nd Semester

Unit 4	Unit 5	Unit 6	Unit 7
Inferences	**Geometry**	**Probability**	**Show What We Know**
Use random sampling to draw inferences about a population. **MCC7.SP.1** 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. **MCC7.SP.2** 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 **Draw informal comparative inferences about two populations.** **MCC7.SP.3** 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. **MCC7.SP.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	**Draw, construct, and describe geometrical figures and describe the relationships between them.** **MCC7.G.2** Draw (freehand, with 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. **MCC7.G.3** 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-life and mathematical problems involving angle measure, area, surface area, and volume.** **MCC7.G.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. **MCC7.G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **MCC7.G.6** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-	**Investigate chance processes and develop, use, and evaluate probability models.** **MCC7.SP.5** 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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. **MCC7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. **MCC7.SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. **MCC7.SP.7a** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events **MCC7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. **MCC7.SP.8** Find probabilities of compound	**ALL**

	dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	events using organized lists, tables, tree diagrams, and simulation. **MCC7.SP.8a** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. **MCC7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. **MCC7.SP.8c** Design and use a simulation to generate frequencies for compound events.	
Incorporated Standards			
MCC7.NS.1 ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.G.1***		

CCGPS
Curriculum Map

Mathematics

Accelerated Mathematics 7B/8

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Common Core Georgia Performance Standards
Accelerated Mathematics 7B/8 – At a Glance

Common Core Georgia Performance Standards: Curriculum Map									
1st Semester					2nd Semester				
Unit 1 *(3–4 weeks)*	Unit 2 *(3–4 weeks)*	Unit 3 *(2–3 weeks)*	Unit 4 *(3–4 weeks)*	Unit 5 *(3–4 weeks)*	Unit 6 *(3–4 weeks)*	Unit 7 *(2–3 weeks)*	Unit 8 *(3–4 weeks)*	Unit 9 *(4–5 weeks)*	Unit 10 *(3–4 weeks)*
Inferences	**Geometry**	**Probability**	**Transformations, Congruence and Similarity**	**Exponents**	**Geometric Applications of Exponents**	**Functions**	**Linear Functions**	**Linear Models and Tables**	**Solving Systems of Equations**
MCC7.SP.1 **MCC7.SP.2** **MCC7.SP.3** **MCC7.SP.4**	**MCC7.G.2** **MCC7.G.3** **MCC7.G.4** **MCC7.G.5** **MCC7.G.6**	**MCC7.SP.5** **MCC7.SP.6** **MCC7.SP.7a** **MCC7.SP.7b** **MCC7.SP.8a** **MCC7.SP.8b** **MCC7.SP.8c**	**MCC8.G.1** **MCC8.G.2** **MCC8.G.3** **MCC8.G.4** **MCC8.G.5**	**MCC8.EE.1** **MCC8.EE.2 (evaluating)** **MCC8.EE.3** **MCC8.EE.4** **MCC8.EE.7a** **MCC8.EE.7b** **MCC8.NS.1** **MCC8.NS.2**	**MCC8.G.6** **MCC8.G.7** **MCC8.G.8** **MCC8.G.9** **MCC8.EE.2 (equations)**	**MCC8.F.1** **MCC8.F.2**	**MCC8.EE.5** **MCC8.EE.6** **MCC8.F.3**	**MCC8.F.4** **MCC8.F.5** **MCC8.SP.1** **MCC8.SP.2** **MCC8.SP.3** **MCC8.SP.4**	**MCC8.EE.8a** **MCC8.EE.8b** **MCC8.EE.8c**
Incorporated Standards									
MCC7.NS.1 ***MCC7.NS.2*** ***MCC7.NS.3***	***MCC7.G.1***				***MCC8.EE.7***		***MCC8.EE.7***	***MCC8.EE.7***	
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.									

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 6-8 Key: NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability.

Common Core Georgia Performance Standards
Accelerated Mathematics 7B/8 – 1st Semester

Common Core Georgia Performance Standards: Curriculum Map

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them.	**5** Use appropriate tools strategically.
2 Reason abstractly and quantitatively.	**6** Attend to precision.
3 Construct viable arguments and critique the reasoning of others.	**7** Look for and make use of structure.
4 Model with mathematics.	**8** Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Inferences	**Geometry**	**Probability**	**Transformations, Congruence and Similarity**	**Exponents**
Use random sampling to draw inferences about a population. **MCC7.SP.1** 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. **MCC7.SP.2** 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 **Draw informal comparative inferences about two populations.** **MCC7.SP.3** 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.	**Draw, construct, and describe geometrical figures and describe the relationships between them.** **MCC7.G.2** Draw (freehand, with 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. **MCC7.G.3** 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-life and mathematical problems involving angle measure, area, surface area, and volume.** **MCC7.G.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. **MCC7.G.5** Use facts about	**Investigate chance processes and develop, use, and evaluate probability models.** **MCC7.SP.5** 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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. **MCC7.SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. **MCC7.SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. **MCC7.SP.7a** Develop a uniform	**Understand congruence and similarity using physical models, transparencies, or geometry software.** **MCC8.G.1** Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. **MCC8.G.2** 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 the congruence between them. **MCC8.G.3** Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates. **MCC8.G.4** 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,	**Work with radicals and integer exponents.** **MCC8.EE.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. **MCC8.EE.2** 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 $\sqrt{2}$ is irrational. **MCC8.EE.3** 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. **MCC8.EE.4** 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

MCC7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **MCC7.G.6** 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.	probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events **MCC7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. **MCC7.SP.8** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. **MCC7.SP.8a** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. **MCC7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. **MCC7.SP.8c** Design and use a simulation to generate frequencies for compound events.	translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. **MCC8.G.5** 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 criterion for similarity of triangles.	notation that has been generated by technology. **Analyze and solve linear equations and pairs of simultaneous linear equations.** **MCC8.EE.7** Solve linear equations in one variable. **MCC8.EE.7a** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). **MCC8.EE.7b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **Know that there are numbers that are not rational, and approximate them by rational numbers.** **MCC8.NS.1** 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. **MCC8.NS.2** 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., π^2).
Incorporated Standards				
MCC7.NS.1 ***MCC7.NS.2***	***MCC7.G.1***			

MCC7.NS.3				

Common Core Georgia Performance Standards
Accelerated Mathematics 7B/8 – 2nd Semester

Common Core Georgia Performance Standards: Curriculum Map				
Standards for Mathematical Practice				
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.		**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.		
2nd Semester				
Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Geometric Applications of Exponents	**Functions**	**Linear Functions**	**Linear Models and Tables**	**Solving Systems of Equations**
Understand and apply the Pythagorean Theorem. **MCC8.G.6** Explain a proof of the Pythagorean Theorem and its converse. **MCC8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **MCC8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.** **MCC8.G.9** Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. **Work with radicals and integer exponents.** **MCC8.EE.2** 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	**Define, evaluate, and compare functions.** **MCC8.F.1** 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. **MCC8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	**Understand the connections between proportional relationships, lines, and linear equations.** **MCC8.EE.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. **MCC8.EE.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. **Define, evaluate, and compare functions.** **MCC8.F.3** 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.	**Use functions to model relationships between quantities.** **MCC8.F.4** 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. **MCC8.F.5** 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. **Investigate patterns of association in bivariate data.** **MCC8.SP.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as	**Analyze and solve linear equations and pairs of simultaneous linear equations.** **MCC8.EE.8** Analyze and solve pairs of simultaneous linear equations. **MCC8.EE.8a** 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. **MCC8.EE.8b** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. **MCC8.EE.8c** Solve real-world and mathematical problems leading to two linear equations in two variables.

cube roots of small perfect cubes. Know that √2 is irrational.			clustering, outliers, positive or negative association, linear association, and nonlinear association. **MCC8.SP.2** 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. **MCC8.SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. **MCC8.SP.4** 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.	
Incorporated Standards				
MCC8.EE.7		***MCC8.EE.7***	***MCC8.EE.7***	***MCC8.EE.7***

CCGPS
Curriculum Map

Mathematics

8th Grade

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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Common Core Georgia Performance Standards
Middle School Mathematics
Eighth Grade – At a Glance

Common Core Georgia Performance Standards: Curriculum Map							
1st Semester				2nd Semester			
Unit 1 *(4 – 5 weeks)*	Unit 2 *(4 – 5 weeks)*	Unit 3 *(4 – 5 weeks)*	Unit 4 *(2 – 3 weeks)*	Unit 5 *(3 – 4 weeks)*	Unit 6 *(5 – 6 weeks)*	Unit 7 *(4 – 5 weeks)*	Unit 8 *(3 – 4 weeks)*
Transformations, Congruence and Similarity	**Exponents**	**Geometric Applications of Exponents**	**Functions**	**Linear Functions**	**Linear Models and Tables**	**Solving Systems of Equations**	**Show What We Know**
MCC8.G.1 **MCC8.G.2** **MCC8.G.3** **MCC8.G.4** **MCC8.G.5**	**MCC8.EE.1** **MCC8.EE.2 (evaluating)** **MCC8.EE.3** **MCC8.EE.4** **MCC8.EE.7a** **MCC8.EE.7b** **MCC8.NS.1** **MCC8.NS.2**	**MCC8.G.6** **MCC8.G.7** **MCC8.G.8** **MCC8.G.9** **MCC8.EE.2 (equations)**	**MCC8.F.1** **MCC8.F.2**	**MCC8.EE.5** **MCC8.EE.6** **MCC8.F.3**	**MCC8.F.4** **MCC8.F.5** **MCC8.SP.1** **MCC8.SP.2** **MCC8.SP.3** **MCC8.SP.4**	**MCC8.EE.8a** **MCC8.EE.8b** **MCC8.EE.8c**	**ALL** **PLUS** **High School Prep Review** ❖ **inequalities** ❖ **exponent rules** ❖ **word problems** ❖ **expressions** ❖ **exponential graphs** ❖ **graphing calculators**
Incorporated Standards							
		MCC8.EE.7		***MCC8.EE.7***	***MCC8.EE.7***	***MCC8.EE.7***	
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.							

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 6-8 Key: NS = The Number System, RP = Ratios and Proportional Relationships, EE = Expressions and Equations, G = Geometry, SP = Statistics and Probability

Common Core Georgia Performance Standards
Eighth Grade – 1st Semester

Common Core Georgia Performance Standards: Curriculum Map	
Standards for Mathematical Practice	
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.	**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3	Unit 4
Transformations, Congruence and Similarity	**Exponents**	**Geometric Applications of Exponents**	**Functions**
Understand congruence and similarity using physical models, transparencies, or geometry software. **MCC8.G.1** Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. **MCC8.G.2** 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 the congruence between them. **MCC8.G.3** Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates. **MCC8.G.4** 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. **MCC8.G.5** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles	**Work with radicals and integer exponents.** **MCC8.EE.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. **MCC8.EE.2** 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 $\sqrt{2}$ is irrational. **MCC8.EE.3** 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. **MCC8.EE.4** 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. **Analyze and solve linear equations and pairs of simultaneous linear equations.** **MCC8.EE.7** Solve linear equations in one variable.	**Understand and apply the Pythagorean Theorem.** **MCC8.G.6** Explain a proof of the Pythagorean Theorem and its converse. **MCC8.G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **MCC8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.** **MCC8.G.9** Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. **Work with radicals and integer exponents.** **MCC8.EE.2** 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 $\sqrt{2}$ is irrational.	**Define, evaluate, and compare functions.** **MCC8.F.1** 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. **MCC8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	**MCC8.EE.7a** Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). **MCC8.EE.7b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **Know that there are numbers that are not rational, and approximate them by rational numbers.** **MCC8.NS.1** 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. **MCC8.NS.2** 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., π^2).		
Incorporated Standards			
		MCC8.EE.7	

Common Core Georgia Performance Standards
Eighth Grade – 2nd Semester

Common Core Georgia Performance Standards: Curriculum Map			
Standards for Mathematical Practice			
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.		**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.	
2nd Semester			
Unit 5	Unit 6	Unit 7	Unit 8
Linear Functions	**Linear Models and Tables**	**Solving Systems of Equations**	**Show What We Know**
Understand the connections between proportional relationships, lines, and linear equations. **MCC8.EE.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. **MCC8.EE.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. **Define, evaluate, and compare functions.** **MCC8.F.3** 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.	**Use functions to model relationships between quantities.** **MCC8.F.4** 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. **MCC8.F.5** 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. **Investigate patterns of association in bivariate data.** **MCC8.SP.1** 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. **MCC8.SP.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots	**Analyze and solve linear equations and pairs of simultaneous linear equations.** **MCC8.EE.8** Analyze and solve pairs of simultaneous linear equations. **MCC8.EE.8a** 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. **MCC8.EE.8b** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. **MCC8.EE.8c** Solve real-world and mathematical problems leading to two linear equations in two variables.	**ALL** **PLUS** **High School Prep** **Review** ❖ **inequalities** ❖ **exponent rules** ❖ **word problems** ❖ **expressions** ❖ **exponential graphs** ❖ **graphing calculators**

	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. **MCC8.SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. **MCC8.SP.4** 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.		
Incorporated Standards			
MCC8.EE.7	***MCC8.EE.7***	***MCC8.EE.7***	

GPS

Science

Kindergarten Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the kindergarten level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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Kindergarten students raise questions about the world around them. They learn to use whole numbers to describe scientific data and how to identify parts of things (i.e. tools and toys). Kindergarteners describe, compare, and sort items according to physical attributes (i.e. number, shape, texture, size, weight, color, and motion). They use their senses (sight, smell, taste, touch, and sound) to group objects. They learn to follow rules to stay safe.

My World and Me

Kindergarten students have a natural interest in the world around them. Though not developmentally ready for in-depth explanations, they wonder why things move and note the various patterns. They notice that the sun and moon appear and disappear in the sky. The kindergarteners use their senses to make observations about physical attributes and are aware of similarities and differences.

Major Concepts/ Skills:	**Concepts/Skills to Maintain:**
Earth Science	Habits of Mind:
Day and night sky	Ask questions
Sorts rocks and soils	Use numbers to quantify
Physical Science	Use tools to measure and view
Physical Attributes	Look at parts of things
as observed using the 5 senses	Describe and compare using
Composition of materials	physical attributes
Motion	Observe using their senses and
Life Science	describe observation
Living/nonliving	
Animals/Plants	
Parents and offspring	

Co-Requisite - Characteristics of Science

Habits of Mind

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers for counting, identifying, and describing things and experiences.
b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring.

SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

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a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).
b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. (For example: paper plate day and night sky models)

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing "Follow the Leader" and noting the changes.)
c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things.

SKCS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Begin to draw pictures that portray features of the thing being described.

Nature of Science

SKCS6. Students will understand the important features of the process of scientific inquiry.
Students will apply the following to inquiry learning practices:

a. In doing science, it is often helpful to work with a team and to share findings with others.
b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.
c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

Co-Requisite - Content

Earth Science

SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky.

a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.
b. Classify objects according to those seen in the day sky and those seen in the night sky.
c. Recognize that the Sun supplies heat and light to Earth.

SKE2. Students will describe the physical attributes of rocks and soils.

a. Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.

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b. Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size.
c. Recognize earth materials— soil, rocks, water, air, etc.

Physical Science

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).
b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility).

SKP2. Students will investigate different types of motion.

a. Sort objects into categories according to their motion. (straight, zigzag, round and round, back and forth, fast and slow, and motionless)
b. Push, pull, and roll common objects and describe their motions.

SKP3. Students will observe and communicate effects of gravity on objects.

a. Recognize that some things, such as airplanes and birds, are in the sky, but return to earth.
b. Recognize that the sun, moon, and stars are in the sky, but don't come down.
c. Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped.

Life Science

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

a. Recognize the difference between living organisms and nonliving materials.
b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)
c. Group plants according to their observable features such as appearance, size, etc.

SKL2. Students will compare the similarities and differences in groups of organisms.

a. Explain the similarities and differences in animals. (color, size, appearance, etc.)
b. Explain the similarities and differences in plants. (color, size, appearance, etc.)
c. Recognize the similarities and differences between a parent and a baby.
d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)
e. Recognize that you are similar and different from other students. (senses, appearance)

Teacher note: Be sensitive to the fact that some children have parents who are not their biological parents.

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First Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the first grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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First grade students raise questions about the world around them and seek answers by making observations. They use whole numbers to analyze scientific data. They identify what things can do when put together and what cannot be done when things are not put together. First graders create drawings that correctly depict something being described. They follow safety rules.

Patterns
First grade students make observations, ask questions about, and investigate patterns. They learn best from their own actions. Therefore, they make predictions and plan simple investigations in order to understand the world around them. They notice repeating patterns in shadows, weather, and daily needs of plants and animals.

Major Concepts/ Skills:	**Concepts/Skills to Maintain:**
Earth Science	Habits of Mind
Weather patterns	Asks questions
Seasons	Uses numbers to quantify
Physical Science	Works in a group
Sound	Uses tools to measure and view
Shadows	Looks at how parts of things are needed
Magnets	Describes and compares using
Life Science	physical attributes
Characteristics of living things	Observes using senses
Basic needs of living things	Draws and describes observations

Co-Requisite - Characteristics of Science

Habits of Mind

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.
c. Give rough estimates of numerical answers to problems before doing them formally.
d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

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S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.
c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S1CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
c. Use simple pictographs and bar graphs to communicate data.

The Nature of Science

S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

a. When a science investigation is done the way it was done before, we expect to get a similar result.
b. Science involves collecting data and testing hypotheses
c. Scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests.
d. All different kinds of people can be and are scientists.

S1CS7. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.
b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus.

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c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.
d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

Co-Requisite - Content

Earth Science

S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate.

a. Identify different types of weather and the characteristics of each type.
b. Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally.
c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.

S1E2. Students will observe and record changes in water as it relates to weather.

a. Recognize changes in water when it freezes (ice) and when it melts (water).
b. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
c. Determine that the weight of water before freezing, after freezing, and after melting stays the same.
d. Determine that water in an open container disappears into the air over time, but water in a closed container does not.

Physical Science

S1P1. Students will investigate light and sound.

a. Recognize sources of light.
b. Explain how shadows are made.
c. Investigate how vibrations produce sound.
d. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft.
e. Identify emergency sounds and sounds that help us stay safe.

S1P2. Students will demonstrate effects of magnets on other magnets and other objects.

a. Demonstrate how magnets attract and repel.
b. Identify common objects that are attracted to a magnet.
c. Identify objects and materials (air, water, wood, paper, your hand, etc.) that do not block magnetic force.

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Life Science

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

a. Identify the basic needs of a plant.
   1. Air
   2. Water
   3. Light
   4. Nutrients

b. Identify the basic needs of an animal.
   1. Air
   2. Water
   3. Food
   4. Shelter

c. Identify the parts of a plant—root, stem, leaf, and flower.

d. Compare and describe various animals—appearance, motion, growth, basic needs.

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Second Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the second grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

The Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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Second grade students raise questions about the world around them and seek answers by making observations and exploring. At the appropriate times, students will ask, "How do you know?" and will attempt to answer the question. They will use whole numbers as well as basic fractions (such as one-half and one-fourth) to identify and analyze scientific data. Second graders will find sums and differences of single digit numbers and then justify the answer. They will give rough estimates to problems and estimate lengths, weights, and time intervals. They will explain to others how to solve numerical problems related to a science activity. Second grade students know to follow safety rules.

Change

Second grade students apply ideas to things in the world. They push, pull, and manipulate things to see what will happen. They observe changes of plants and animals as they grow and change. They observe the changing patterns of the moon and stars. As a result, second grade students become aware of changes that take place. They form ideas as to whether the changes are natural or manipulated.

Major Concepts/ Skills:	**Concepts/Skills to Maintain:**
Earth Science	Habits of mind
Motion/patterns of celestial bodies	Asks questions and seeks answers by observation
Changes of the earth's surface	Uses numbers to quantify
Physical Science	Estimates
Changing attributes of materials	Assembles and takes apart
States of matter (solid, liquid, gas)	Describes changes in materials
Energy to keep things going (motion), pushes and pulls	Communicates ideas
	Questions and attempts answers
Life Science	Can repeat an activity and get similar results
Life Cycles	Uses tools to gather data
	Gives accurate descriptions

Co-Requisite - Characteristics of Science

Habits of Mind

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.
c. Give rough estimates of numerical answers to problems before doing them formally.

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d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
b. Assemble, describe, take apart, and reassemble constructions using interlocking blocks, erector sets and other things.
c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.
b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S2CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
c. Use simple pictographs and bar graphs to communicate data.

The Nature of Science

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

a. When a science investigation is done the way it was done before, we expect to get a similar result.
b. Science involves collecting data and testing hypotheses.
c. Scientists often repeat experiments multiple times and subject their ideas to criticism by other scientists who may disagree with them and do further tests.
d. All different kinds of people can be and are scientists.

S2CS7. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.

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b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.
c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.
d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

Co-Requisite - Content

Earth Science

S2E1. Students will understand that stars have different sizes, brightness, and patterns.
a. Describe the physical attributes of stars—size, brightness, and patterns.

S2E2. Students will investigate the position of sun and moon to show patterns throughout the year.
a. Investigate the position of the sun in relation to a fixed object on earth at various times of the day.
b. Determine how the shadows change through the day by making a shadow stick or using a sundial.
c. Relate the length of the day and night to the change in seasons (for example: Days are longer than the night in the summer.).
d. Use observations and charts to record the shape of the moon for a period of time.

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.
a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

Physical Science

S2P1. Students will investigate the properties of matter and changes that occur in objects.
a. Identify the three common states of matter as solid, liquid, or gas.
b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc.

S2P2. Students will identify sources of energy and how the energy is used.
a. Identify sources of light energy, heat energy, and energy of motion.
b. Describe how light, heat, and motion energy are used.

S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.
a. Demonstrate how pushing and pulling an object affects the motion of the object.
b. Demonstrate the effects of changes of speed on an object.

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Life Science

Teacher note: Instruct students not to touch wild plants and animals when they observe them. Always wash hands after handling any plants or animals. Caution students not to eat wild plants they find.

S2L1. Students will investigate the life cycles of different living organisms.

a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.
b. Relate seasonal changes to observations of how a tree changes throughout a school year.
c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.
d. Identify fungi (mushroom) as living organisms.

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Third Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the third grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

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The Performance Standards include four major components. They are

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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Third grade students keep records of observations without making alterations. They add and subtract whole numbers mentally, on paper, and with a calculator. They observe, construct, and measure objects using ordinary hand tools. Third graders observe things with many parts and describe the ways in which the parts influence or interact with one another. They represent objects in the real world with geometric figures, number sequences, graphs, diagrams, maps, and stories. They explain how the representations do not match their real world counterparts. Third graders know that safety is a fundamental concern in all experimental science. They adhere to safety rules and guidelines.

Form and Function

Third grade students observe and compare objects and use the information they obtain to answer their own questions. Their communication skills allow them to record findings and analyze data. They understand that the form or shape of an object is frequently related to use, operation or function. They will use this information to explain rock cycles, features of plants and animals, heat energy, and magnetic force.

Major Concepts/Skills	**Concepts/Skills to Maintain**
Earth Science	Habits of Mind:
Rocks and minerals of Georgia	Records investigations
Soils	Analyzes whole number data
Weathering	Measures
Fossils	Makes sketches
Physical Science	Compares and describes numerically
Heat energy	Researches
Magnets	Uses tools
Life Science	Answers their own questions
Habitats	Communicates findings
Features of organisms of Georgia	Understands safety concerns
Pollution and conservation	

Co-Requisite - Characteristics of Science

Habits of Mind

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Keep records of investigations and observations and do not alter the records later.
b. Offer reasons for findings and consider reasons suggested by others.
c. Take responsibility for understanding the importance of being safety conscious.

S3CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

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b. Use commonly encountered fractions – halves, thirds, and fourths (but not sixths, sevenths, and so on) – in scientific calculations.
c. Judge whether measurements and computations of quantities, such as length, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.

S3CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.
a. Choose appropriate common materials for making simple mechanical constructions and repairing things.
b. Use computers, cameras and recording devices for capturing information.
c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
a. Observe and describe how parts influence one another in things with many parts.
b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.
c. Identify ways in which the representations do not match their original counterparts.

S3CS5. Students will communicate scientific ideas and activities clearly.
a. Write instructions that others can follow in carrying out a scientific procedure.
b. Make sketches to aid in explaining scientific procedures or ideas.
c. Use numerical data in describing and comparing objects and events.
d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S3CS6. Students will question scientific claims and arguments effectively.
a. Support statements with facts found in books, articles, and databases, and identify the sources used.

The Nature of Science

S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:
a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties.
b. Some scientific knowledge is very old and yet is still applicable today.

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S3CS8. Students will understand important features of the process of scientific inquiry.
Students will apply the following to inquiry learning practices:

a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.
d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

Co-Requisite - Content

Earth Science

S3E1. Students will investigate the physical attributes of rocks and soils.

a. Explain the difference between a rock and a mineral.
b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).
c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).
d. Determine how water and wind can change rocks and soil over time using observation and research..

S3E2. Students will investigate fossils as evidence of organisms that lived long ago.

a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.
b. Describe how a fossil is formed.

Physical Science

S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.

a. Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another.
b. Investigate how insulation affects heating and cooling.
c. Investigate the transfer of heat energy from the sun to various materials.
d. Use thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time.

S3P2. Students will investigate magnets and how they affect other magnets and common objects.

a. Investigate to find common objects that are attracted to magnets.
b. Investigate how magnets attract and repel each other.

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Life Science

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.
b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.
c. Identify features of animals that allow them to live and thrive in different regions of Georgia.
d. Explain what will happen to an organism if the habitat is changed.

S3L2. Students will recognize the effects of pollution and humans on the environment.

a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.
b. Identify ways to protect the environment.
    - Conservation of resources
    - Recycling of materials

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Fourth Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the fourth grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

The Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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Fourth grade students differentiate between observations and ideas. They speculate about observations they make. They add, subtract, multiply and divide whole numbers on paper, mentally, and with calculators. They list common materials for making simple mechanical constructions and for repairing things. Fourth graders use records, tables, or graphs to identify patterns of change. They write instructions and make sketches that allow others to carry out a scientific procedure. They determine whether or not a comparison is fair if conditions are different for each thing being compared. They question claims or statements made by people outside their field of expertise (such as "4 out of 5 dentists say….") Fourth graders know that safety is a fundamental concern in all experimental science and adhere to rules and guidelines to show they are responsible with materials and equipment.

Models

Fourth grade students gather and interpret data. They are able to construct meaningful models that allow them to gain understanding of the natural world. Fourth grade students are active learners. They do not simply read about science; they "do" science. As a result, fourth grade students are able to differentiate observations from ideas. Students engage in investigations inside and outside the classroom.

Major Concepts/Skills:	**Concepts/Skills to Maintain:**
Earth Science	Habits of Mind
Stars and star patterns	Asks questions that lead to investigations
Solar System	Conducts simple investigations
Weather—data and forecasting	Uses tools for collecting data
Physical Science	Uses charts and graphs
Light	Uses data to answer questions
Sound	Writes and uses instructions
Force, mass, and motion (simple machines)	Understands fairness
Effects of gravity	Justifies reasonable answers
Life Science	Identifies patterns of change
Ecosystems	Researches for information
Food web/Food chain	Understands the importance of safety concerns
Adaptation-survival/extinction	

Co-Requisite - Characteristics of Science

Habits of the Mind

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Keep records of investigations and observations and do not alter the records later.
b. Carefully distinguish observations from ideas and speculation about those observations.
c. Offer reasons for findings and consider reasons suggested by others.
d. Take responsibility for understanding the importance of being safety conscious.

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S4CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.
b. Use fractions and decimals, and translate between decimals and commonly encountered fractions – halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on) – in scientific calculations.
c. Judge whether measurements and computations of quantities, such as length, area, volume, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.

S4CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.

a. Choose appropriate common materials for making simple mechanical constructions and repairing things.
b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.
c. Use computers, cameras and recording devices for capturing information.
d. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Observe and describe how parts influence one another in things with many parts.
b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.
c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

S4CS5. Students will communicate scientific ideas and activities clearly.

a. Write instructions that others can follow in carrying out a scientific procedure.
b. Make sketches to aid in explaining scientific procedures or ideas.
c. Use numerical data in describing and comparing objects and events.
d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S4CS6. Students will question scientific claims and arguments effectively.

a. Support statements with facts found in books, articles, and databases, and identify the sources used.
b. Identify when comparisons might not be fair because some conditions are different.

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The Nature of Science

S4CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties.
b. Some scientific knowledge is very old and yet is still applicable today.

S4CS8. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.
d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

Co-Requisite - Content

Earth Science

S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets.

a. Recognize the physical attributes of stars in the night sky such as number, size, color and patterns.
b. Compare the similarities and differences of planets to the stars in appearance, position, and number in the night sky.
c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times.
d. Identify how technology is used to observe distant objects in the sky.

S4E2. Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.

a. Explain the day/night cycle of the earth using a model.
b. Explain the sequence of the phases of the moon.
c. Demonstrate the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.
d. Demonstrate the relative size and order from the sun of the planets in the solar system.

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S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.
c. Investigate how clouds are formed.
d. Explain the water cycle (evaporation, condensation, and precipitation).
e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog).

S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes.

a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer).
b. Using a weather map, identify the fronts, temperature, and precipitation and use the information to interpret the weather conditions.
c. Use observations and records of weather conditions to predict weather patterns throughout the year.
d. Differentiate between weather and climate.

Physical Science

S4P1. Students will investigate the nature of light using tools such as mirrors, lenses, and prisms.

a. Identify materials that are transparent, opaque, and translucent.
b. Investigate the reflection of light using a mirror and a light source.
c. Identify the physical attributes of a convex lens, a concave lens, and a prism and where each is used.

S4P2. Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration.

a. Investigate how sound is produced.
b. Recognize the conditions that cause pitch to vary.

S4P3. Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object.

a. Identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle).
b. Using different size objects, observe how force affects speed and motion.
c. Explain what happens to the speed or direction of an object when a greater force than the initial one is applied.
d. Demonstrate the effect of gravitational force on the motion of an object.

Teacher note: The use of mathematical formulas is not recommended in S4P3. Fourth grade students should carry out investigations to provide a foundation of concrete experience for the abstract understandings of physical science in upper grades.

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Life Science

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

a. Identify the roles of producers, consumers, and decomposers in a community.
b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
c. Predict how changes in the environment would affect a community (ecosystem) of organisms.
d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).

a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).
b. Identify factors that may have led to the extinction of some organisms.

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Fifth Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the fifth grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as these domains are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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Fifth grade students offer reasons for findings and consider reasons offered by others. They keep records of investigations and observations and understand why they should not alter records. They use numerical data to describe and compare objects. They will convert the fractions (halves, thirds, fourths, fifths, tenths, and hundredths) to decimals in scientific calculations. They identify the largest and smallest possible value of something. Fifth graders use cameras and tape recorders to gather and record information. They use reference books, back issues of magazines or newspapers, and computer databases to locate scientific information. They use the information found in these sources to support statements. Fifth graders realize that safety is a fundamental concern in all experimental science and follow safety guidelines. They wear goggles any time chemicals, glassware, or heat is used.

Evidence

Fifth grade students investigate scientific concepts. They understand that science is a process for gaining knowledge about the natural world. Students are active learners and use hands on activities to discover and explain phenomena. They are able to conduct experiments and report their findings in the form of written reports, charts, and various other presentations including multi-media projects. Their scientific explanations emphasize evidence and begin to use scientific principles, models, and theories.

Major Concepts/Skills:	**Concepts/Skills to Maintain**
Earth Science	Habits of Mind
Landforms of Georgia	Records observations
Effects of constructive forces	Offers and considers reasoning
Effects of destructive forces	Quantifies data
Role of technology in control	Measures and estimates
Physical Science	Uses scientific tools
Introduction to conservation of matter	Assembles, describes, takes apart, and reassembles
Physical Changes	
Chemical Changes	Identifies parts and makes models
Electricity and magnetism	Describes changes
Life Science	Compares physical attributes
Classification of organisms	Draws and sketches
Inheritance of traits	Questions and seeks to find answers
Learned behaviors	Researches for scientific information
Cells and microorganisms	Replicates investigations
	Works safely

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Co-Requisite - Characteristics of Science

Habits of the Mind

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Keep records of investigations and observations and do not alter the records later.
b. Carefully distinguish observations from ideas and speculation about those observations.
c. Offer reasons for findings and consider reasons suggested by others.
d. Take responsibility for understanding the importance of being safety conscious.

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.
b. Use fractions and decimals, and translate between decimals and commonly encountered fractions – halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on) – in scientific calculations.
c. Judge whether measurements and computations of quantities, such as length, area, volume, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.

S5CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Choose appropriate common materials for making simple mechanical constructions and repairing things.
b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety.
c. Use computers, cameras and recording devices for capturing information.
d. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Observe and describe how parts influence one another in things with many parts.
b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.
c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.
d. Identify the biggest and the smallest possible values of something.

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S5CS5. Students will communicate scientific ideas and activities clearly.

a. Write instructions that others can follow in carrying out a scientific procedure.
b. Make sketches to aid in explaining scientific procedures or ideas.
c. Use numerical data in describing and comparing objects and events.
d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S5CS6. Students will question scientific claims and arguments effectively.

a. Support statements with facts found in books, articles, and databases, and identify the sources used.
b. Identify when comparisons might not be fair because some conditions are different.

The Nature of Science

S5CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties.
b. Some scientific knowledge is very old and yet is still applicable today.

S5CS8. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.
d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

Co-Requisite - Content

Earth Science

S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes.

a. Identify surface features caused by constructive processes.
- Deposition (Deltas, sand dunes, etc.)
- Earthquakes
- Volcanoes
- Faults

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b. Identify and find examples of surface features caused by destructive processes.
   - Erosion (water—rivers and oceans, wind)
   - Weathering
   - Impact of organisms
   - Earthquake
   - Volcano

c. Relate the role of technology and human intervention in the control of constructive and destructive processes.
   Examples include, but are not limited to
   - Seismological studies,
   - Flood control, (dams, levees, storm drain management, etc.)
   - Beach reclamation (Georgia coastal islands)

Physical Science

S5P1. Students will verify that an object is the sum of its parts.

a. Demonstrate that the mass of an object is equal to the sum of its parts by manipulating and measuring different objects made of various parts.
b. Investigate how common items have parts that are too small to be seen without magnification.

S5P2. Students will explain the difference between a physical change and a chemical change.

a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change.
b. Recognize that the changes in state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change.
c. Investigate the properties of a substance before, during, and after a chemical reaction to find evidence of change.

S5P3. Students will investigate the electricity, magnetism, and their relationship.

a. Investigate static electricity.
b. Determine the necessary components for completing an electric circuit.
c. Investigate common materials to determine if they are insulators or conductors of electricity.
d. Compare a bar magnet to an electromagnet.

Life Science

S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).
b. Demonstrate how plants are sorted into groups.

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S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors.

a. Compare and contrast the characteristics of learned behaviors and of inherited traits.
b. Discuss what a gene is and the role genes play in the transfer of traits.

Teacher note: Be sensitive to this topic since biological parents may be unavailable.

S5L3. Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).

a. Use magnifiers such as microscopes or hand lenses to observe cells and their structure.
b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts.
c. Explain how cells in multi-celled organisms are similar and different in structure and function to single-celled organisms.

S5L4. Students will relate how microorganisms benefit or harm larger organisms.

a. Identify beneficial microorganisms and explain why they are beneficial.
b. Identify harmful microorganisms and explain why they are harmful.

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Georgia Performance Standards for Science – Grade 6

Sixth Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the sixth grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

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Georgia Performance Standards for Science – Grade 6

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SP3
Science **P**hysics Standard #**3**

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Georgia Performance Standards for Science – Grade 6

Sixth grade students use records they keep and analyze the data they collect. They observe and explain how an aspect of weather can affect a weather system. They use different models to represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth's materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.

The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth.

Major Concepts/Skills	**Concepts/Skills to Maintain**
Meteorology: Impact of weather and climate on the Earth Oceanography Earth Materials: Composition and structure of the Earth Earth in Space Interactions: Human impact on the Earth Energy Sources	Characteristics of Science Records investigations clearly and accurately Uses scientific tools Interprets graphs, tables, and charts Writes clearly Uses proper units Organizes data into graphs, tables, and charts Analyzes scientific data via calculations and inference Recognizes the importance of explaining data with precision and accuracy Uses models Asks quality questions Uses technology Uses safety techniques

Co-Requisite – Characteristics of Science

Habits of Mind

S6CS1. Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Understand the importance of—and keep—honest, clear, and accurate records in science.

b. Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.

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Georgia Performance Standards for Science – Grade 6

S6CS2. Students will use standard safety practices for all classroom laboratory and field investigations.

a. Follow correct procedures for use of scientific apparatus.
b. Demonstrate appropriate techniques in all laboratory situations.
c. Follow correct protocol for identifying and reporting safety problems and violations.

S6CS3. Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers and decimals.
b. Use metric input units (such as seconds, meters, or grams per milliliter) of scientific calculations to determine the proper unit for expressing the answer.
c. Address the relationship between accuracy and precision and the importance of each.
d. Draw conclusions based on analyzed data.

S6CS4. Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

a. Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files.
b. Estimate the effect of making a change in one part of a system on the system as a whole.
c. Read analog and digital meters on instruments used to make direct measurements of length, volume, weight, elapsed time, rates, and temperature, and choose appropriate units for reporting various quantities.

S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Observe and explain how parts are related to other parts in systems such as weather systems, solar systems, and ocean systems including how the output from one part of a system (in the form of material, energy, or information) can become the input to other parts. (For example: El Nino's effect on weather)
b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.

S6CS6. Students will communicate scientific ideas and activities clearly.

a. Write clear, step-by-step instructions for conducting scientific investigations, operating a piece of equipment, or following a procedure.
b. Understand and describe how writing for scientific purposes is different than writing for literary purposes.
c. Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

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Georgia Performance Standards for Science – Grade 6

S6CS7. Students will question scientific claims and arguments effectively.

a. Question claims based on vague attributions (such as "Leading doctors say...") or on statements made by people outside the area of their particular expertise.
b. Recognize that there may be more than one way to interpret a given set of findings.

The Nature of Science

S6CS8. Students will investigate the characteristics of scientific knowledge and how it is achieved.

Students will apply the following to scientific concepts:

a. When similar investigations give different results, the scientific challenge is to judge whether the differences are trivial or significant, which often requires further study. Even with similar results, scientists may wait until an investigation has been repeated many times before accepting the results as meaningful.
b. When new experimental results are inconsistent with an existing, well-established theory, scientists may require further experimentation to decide whether the results are flawed or the theory requires modification.
c. As prevailing theories are challenged by new information, scientific knowledge may change and grow.

S6CS9. Students will investigate the features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.
b. Scientists often collaborate to design research. To prevent bias, scientists conduct independent studies of the same questions.
c. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society.
d. Scientists use technology and mathematics to enhance the process of scientific inquiry.
e. The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research.

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Georgia Performance Standards for Science – Grade 6

Reading Standard Comment
After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context.*

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

S6CS10. Students will enhance reading in all curriculum areas by:

a. Reading in All Curriculum Areas
- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas
- Read both informational and fictional texts in a variety of genres and modes of discourse
- Read technical texts related to various subject areas

b. Discussing books
- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

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d. Establishing context
   - Explore life experiences related to subject area content.
   - Discuss in both writing and speaking how certain words are subject area related.
   - Determine strategies for finding content and contextual meaning for unknown words.

Co-Requisite-Content

S6E1. Students will explore current scientific views of the universe and how those views evolved.

a. Relate the Nature of Science to the progression of basic historical scientific models (geocentric, heliocentric) as they describe our solar system, and the Big Bang as it describes the formation of the universe.
b. Describe the position of the solar system in the Milky Way galaxy and the universe.
c. Compare and contrast the planets in terms of
   - Size relative to the earth
   - Surface and atmospheric features
   - Relative distance from the sun
   - Ability to support life
d. Explain the motion of objects in the day/night sky in terms of relative position.
e. Explain that gravity is the force that governs the motion in the solar system.
f. Describe the characteristics of comets, asteroids, and meteors.

S6E2. Students will understand the effects of the relative positions of the earth, moon and sun.

a. Demonstrate the phases of the moon by showing the alignment of the earth, moon, and sun.
b. Explain the alignment of the earth, moon, and sun during solar and lunar eclipses.
c. Relate the tilt of the earth to the distribution of sunlight throughout the year and its effect on climate.

S6E3. Students will recognize the significant role of water in earth processes.

a. Explain that a large portion of the Earth's surface is water, consisting of oceans, rivers, lakes, underground water, and ice.
b. Relate various atmospheric conditions to stages of the water cycle.
c. Describe the composition, location, and subsurface topography of the world's oceans.
d. Explain the causes of waves, currents, and tides.

S6E4. Students will understand how the distribution of land and oceans affects climate and weather.

a. Demonstrate that land and water absorb and lose heat at different rates and explain the resulting effects on weather patterns.

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b. Relate unequal heating of land and water surfaces to form large global wind systems and weather events such as tornados and thunderstorms.
c. Relate how moisture evaporating from the oceans affects the weather patterns and weather events such as hurricanes.

S6E5. Students will investigate the scientific view of how the earth's surface is formed.

a. Compare and contrast the Earth's crust, mantle, and core including temperature, density, and composition.
b. Investigate the contribution of minerals to rock composition.
c. Classify rocks by their process of formation.
d. Describe processes that change rocks and the surface of the earth.
e. Recognize that lithospheric plates constantly move and cause major geological events on the earth's surface.
f. Explain the effects of physical processes (plate tectonics, erosion, deposition, volcanic eruption, gravity) on geological features including oceans (composition, currents, and tides).
g. Describe how fossils show evidence of the changing surface and climate of the Earth.
h. Describe soil as consisting of weathered rocks and decomposed organic material.
i. Explain the effects of human activity on the erosion of the earth's surface.
j. Describe methods for conserving natural resources such as water, soil, and air.

S6E6. Students will describe various sources of energy and with their uses and conservation.

a. Explain the role of the sun as the major source of energy and its relationship to wind and water energy.
b. Identify renewable and nonrenewable resources.

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Seventh Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the seventh grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

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Seventh grade students keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.

The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution.

Major Concepts/ Skills:	**Concepts/Skills to Maintain:**
Diversity of living organisms	Characteristics of Science
Dichotomous key/classify (6 Kingdoms)	Records investigations clearly and accurately
Structure and function of cells	Uses hypotheses
Tissues, organs, and organ systems	Uses technology
Purpose of major human body organ systems	Uses safety techniques
Heredity, genes, and successive generations	Uses scientific tools
Ecosystems	Writes clearly
Cycling of matter and energy	Organizes data into graphs/tables/charts
Biological evolution	Interprets graphs/tables/charts
Natural selection and fossil record	Asks quality questions
	Analyzes/organizes scientific data via calculations and inference
	Recognizes the importance of explaining data with precision and accuracy

Co-Requisite – Characteristics of Science

Habits of Mind

S7CS1. Students will explore of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Understand the importance of—and keep—honest, clear, and accurate records in science.
b. Understand that hypotheses can be valuable, even if they turn out not to be completely accurate.

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S7CS2. Students will use standard safety practices for all classroom laboratory and field investigations.

a. Follow correct procedures for use of scientific apparatus.
b. Demonstrate appropriate techniques in all laboratory situations.
c. Follow correct protocol for identifying and reporting safety problems and violations.

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.
b. Use the mean, median, and mode to analyze a set of scientific data.
c. Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e. centimeters to meters)
d. Draw conclusions based on analyzed data.
e. Decide what degree of precision is adequate, and round off appropriately.
f. Address the relationship between accuracy and precision and the importance of each.

S7CS4. Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

a. Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files.
b. Use appropriate tools for measuring objects and/or substances.
c. Learn and use on a regular basis standard safety practices for scientific investigations.

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in a community/ecosystem.
b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

S7CS6. Students will communicate scientific ideas and activities clearly.

a. Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.
b. Write for scientific purposes incorporating data from circle, bar and line graphs, two-way data tables, diagrams, and symbols.
c. Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.

S7CS7. Students will question scientific claims and arguments effectively.

a. Question claims based on vague attributions (such as “Leading doctors say...”) or on statements made by people outside the area of their particular expertise.
b. Identify the flaws of reasoning that are based on poorly designed research (i.e., facts intermingled with opinion, conclusions based on insufficient evidence).
c. Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control.
d. Recognize that there may be more than one way to interpret a given set of findings.

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The Nature of Science

S7CS8. Students will investigate the characteristics of scientific knowledge and how that knowledge is achieved.

Students will apply the following to scientific concepts:

a. When similar investigations give different results, the scientific challenge is to judge whether the differences are trivial or significant, which often requires further study. Even with similar results, scientists may wait until an investigation has been repeated many times before accepting the results as meaningful.
b. When new experimental results are inconsistent with an existing, well-established theory, scientists may pursue further experimentation to determine whether the results are flawed or the theory requires modification.
c. As prevailing theories are challenged by new information, scientific knowledge may change.

S7CS9. Students will investigate the features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing competing theories.
b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.
c. Scientific experiments investigate the effect of one variable on another. All other variables are kept constant.
d. Scientists often collaborate to design research. To prevent this bias, scientists conduct independent studies of the same questions.
e. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society.
f. Scientists use technology and mathematics to enhance the process of scientific inquiry.
g. The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research.

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Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context.*

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

S7CS10. Students will enhance reading in all curriculum areas by:

a. Reading in All Curriculum Areas
   - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas
   - Read both informational and fictional texts in a variety of genres and modes of discourse
   - Read technical texts related to various subject areas

b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.
   - Examine author's purpose in writing.
   - Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
   - Demonstrate an understanding of contextual vocabulary in various subjects.
   - Use content vocabulary in writing and speaking.
   - Explore understanding of new words found in subject area texts.

d. Establishing context
   - Explore life experiences related to subject area content.
   - Discuss in both writing and speaking how certain words are subject area related.
   - Determine strategies for finding content and contextual meaning for unknown words.

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Co-Requisite – Content

S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.

a. Demonstrate the process for the development of a dichotomous key.
b. Classify organisms based on physical characteristics using a dichotomous key of the six kingdom system (archaebacteria, eubacteria, protists, fungi, plants, and animals).

S7L2. Students will describe the structure and function of cells, tissues, organs, and organ systems.

a. Explain that cells take in nutrients in order to grow and divide and to make needed materials.
b. Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions.
c. Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.
d. Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food, and waste removal.
e. Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease).

S7L3. Students will recognize how biological traits are passed on to successive generations.

a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.
b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants & animals).
c. Recognize that selective breeding can produce plants or animals with desired traits.

S7L4. Students will examine the dependence of organisms on one another and their environments.

a. Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.
b. Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism.
c. Recognize that changes in environmental conditions can affect the survival of both individuals and entire species.
d. Categorize relationships between organisms that are competitive or mutually beneficial.
e. Describe the characteristics of Earth's major terrestrial biomes (i.e. tropical rain forest, savannah, temperate, desert, taiga, tundra, and mountain) and aquatic communities (i.e. freshwater, estuaries, and marine).

S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.

a. Explain that physical characteristics of organisms have changed over successive generations (e.g. Darwin's finches and peppered moths of Manchester).

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b. Describe ways in which species on earth have evolved due to natural selection.
c. Trace evidence that the fossil record found in sedimentary rock provides evidence for the long history of changing life forms.

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Eighth Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the eighth grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

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Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3

Science **P**hysics Standard #**3**

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Eighth grade students record their observations clearly and accurately. They keep records and analyze the data they collect. They work conceptually on the laws of physical science: Conservation of matter, conservation of energy, motion and forces, and energy transformation. They use what they observe to explain the difference between physical and chemical changes. Eighth graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, eighth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences. Eighth grade students understand the importance of working safely.

The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.

Major Concepts/Skills	**Concepts/Skills to Maintain**
Nature of matter	**Concepts/Skills to Maintain:**
Atomic Theory/Periodicity	
Conceptual Acid/Base—Phase changes	Records investigations clearly and accurately
Law of Conservation of Matter	Uses scientific tools
Law of Conservation of Energy	Interprets graphs, tables, and charts
Conceptual Laws of Motion and Forces	Writes clearly
Conceptual Energy Transformation	Uses proper units
Wave properties	Organizes data into graphs, tables, and charts
Electrical/Magnetic forces	Uses models
	Asks quality questions
	Uses technology
	Uses safety techniques
	Analyzes scientific data via calculations and inference
	Recognizes the importance of explaining data with precision and accuracy

Co-Requisite – Characteristics of Science

Habits of Mind

S8CS1. Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Understand the importance of—and keep—honest, clear, and accurate records in science.

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b. Understand that hypotheses can be valuable even if they turn out not to be completely accurate.

S8CS2. Students will use standard safety practices for all classroom laboratory and field investigations.
a. Follow correct procedures for use of scientific apparatus.
b. Demonstrate appropriate techniques in all laboratory situations.
c. Follow correct protocol for identifying and reporting safety problems and violations.

S8CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.
b. Find the mean, median, and mode and use them to analyze a set of scientific data.
c. Apply the metric system to scientific investigations that include metric to metric conversions (i.e., centimeters to meters).
d. Decide what degree of precision is adequate, and round off appropriately.
e. Address the relationship between accuracy and precision.
f. Use ratios and proportions, including constant rates, in appropriate problems.

S8CS4. Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities utilizing safe laboratory procedures.
a. Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files.
b. Use appropriate tools and units for measuring objects and/or substances.
c. Learn and use standard safety practices when conducting scientific investigations.

S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
a. Observe and explain how parts can be related to other parts in a system such as the role of simple machines in complex machines.
b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

S8CS6. Students will communicate scientific ideas and activities clearly.
a. Write clear, step-by-step instructions for conducting scientific investigations, operating a piece of equipment, or following a procedure.
b. Write for scientific purposes incorporating information from a circle, bar, or line graph, data tables, diagrams, and symbols.
c. Organize scientific information in appropriate tables, charts, and graphs, and identify relationships they reveal.

S8CS7. Students will question scientific claims and arguments effectively.
a. Question claims based on vague attributions (such as “Leading doctors say...”) or on statements made by people outside the area of their particular expertise.
b. Identify the flaws of reasoning in arguments that are based on poorly designed research (e.g., facts intermingled with opinion, conclusions based on insufficient evidence).

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c. Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control.
d. Recognize that there may be more than one way to interpret a given set of findings.

The Nature of Science

S8CS8. Students will be familiar with the characteristics of scientific knowledge and how it is achieved.

Students will apply the following to scientific concepts:

a. When similar investigations give different results, the scientific challenge is to judge whether the differences are trivial or significant, which often requires further study. Even with similar results, scientists may wait until an investigation has been repeated many times before accepting the results as meaningful.
b. When new experimental results are inconsistent with an existing, well-established theory, scientists may pursue further experimentation to determine whether the results are flawed or the theory requires modification.
c. As prevailing theories are challenged by new information, scientific knowledge may change.

S8CS9. Students will understand the features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

a. Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing different theories. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.
b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.
c. Scientific experiments investigate the effect of one variable on another. All other variables are kept constant.
d. Scientists often collaborate to design research. To prevent this bias, scientists conduct independent studies of the same questions.
e. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society.
f. Scientists use technology and mathematics to enhance the process of scientific inquiry.
g. The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research.

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Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context.*

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

S8CS10. Students will enhance reading in all curriculum areas by:

a. Reading in All Curriculum Areas
   - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
   - Read both informational and fictional texts in a variety of genres and modes of discourse.
   - Read technical texts related to various subject areas.

b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.
   - Examine author's purpose in writing.
   - Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
   - Demonstrate an understanding of contextual vocabulary in various subjects.
   - Use content vocabulary in writing and speaking.
   - Explore understanding of new words found in subject area texts.

d. Establishing context
   - Explore life experiences related to subject area content.
   - Discuss in both writing and speaking how certain words are subject area related.
   - Determine strategies for finding content and contextual meaning for unknown words.

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Co-Requisite – Content

S8P1. Students will examine the scientific view of the nature of matter.

a. Distinguish between atoms and molecules.
b. Describe the difference between pure substances (elements and compounds) and mixtures.
c. Describe the movement of particles in solids, liquids, gases, and plasmas states.
d. Distinguish between physical and chemical properties of matter as physical (i.e., density, melting point, boiling point) or chemical (i.e., reactivity, combustibility).
e. Distinguish between changes in matter as physical (i.e., physical change) or chemical (development of a gas, formation of precipitate, and change in color).
f. Recognize that there are more than 100 elements and some have similar properties as shown on the Periodic Table of Elements.
g. Identify and demonstrate the Law of Conservation of Matter.

S8P2. Students will be familiar with the forms and transformations of energy.

a. Explain energy transformation in terms of the Law of Conservation of Energy.
b. Explain the relationship between potential and kinetic energy.
c. Compare and contrast the different forms of energy (heat, light, electricity, mechanical motion, sound) and their characteristics.
d. Describe how heat can be transferred through matter by the collisions of atoms (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).

S8P3. Students will investigate relationship between force, mass, and the motion of objects.

a. Determine the relationship between velocity and acceleration.
b. Demonstrate the effect of balanced and unbalanced forces on an object in terms of gravity, inertia, and friction.
c. Demonstrate the effect of simple machines (lever, inclined plane, pulley, wedge, screw, and wheel and axle) on work.

S8P4. Students will explore the wave nature of sound and electromagnetic radiation.

a. Identify the characteristics of electromagnetic and mechanical waves.
b. Describe how the behavior of light waves is manipulated causing reflection, refraction diffraction, and absorption.
c. Explain how the human eye sees objects and colors in terms of wavelengths.
d. Describe how the behavior of waves is affected by medium (such as air, water, solids).
e. Relate the properties of sound to everyday experiences.
f. Diagram the parts of the wave and explain how the parts are affected by changes in amplitude and pitch.

S8P5. Students will recognize characteristics of gravity, electricity, and magnetism as major kinds of forces acting in nature.

a. Recognize that every object exerts gravitational force on every other object and that the force exerted depends on how much mass the objects have and how far apart they are.
b. Demonstrate the advantages and disadvantages of series and parallel circuits and how they transfer energy.
c. Investigate and explain that electric currents and magnets can exert force on each other.

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GPS

Social Studies

Kindergarten

SYMBOLS OF AMERICA

In kindergarten, the students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of cultural and physical geography are presented. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts are also introduced.

Historical Understandings

SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.

a. Labor Day
b. Columbus Day (Christopher Columbus)
c. Veterans Day
d. Thanksgiving Day
e. Martin Luther King, Jr. Day
f. Presidents Day (George Washington, Abraham Lincoln, and the current President)
g. Memorial Day
h. Flag Day
i. Independence Day

SSKH2 The student will identify important American symbols and explain their meaning.

a. The national and state flags (United States and Georgia flags)
b. The bald eagle
c. The Statue of Liberty
d. Lincoln Memorial
e. Washington Monument
f. White House
g. Pledge of Allegiance
h. Star Spangled Banner

SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.

a. Now, long ago
b. Before, after
c. Morning, afternoon, night
d. Today, tomorrow, yesterday
e. First, last, next
f. Day, week, month, year
g. Past, present, future

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Geographic Understandings

SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs.

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

a. Differentiate land and water features on simple maps and globes.
b. Explain that maps and globes show a view from above.
c. Explain that maps and globes show features in a smaller size.

SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives.

Government/Civic Understandings

SSKCG1 The student will demonstrate an understanding of good citizenship.

a. Explain how rules are made and why.
b. Explain why rules should be followed.

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

Economic Understandings

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

SSKE3 The student will explain how money is used to purchase goods and services.

a. Distinguish goods from services.
b. Identify various forms of U.S. money (coins, currency).

SSKE4 The student will explain that people must make choices because they cannot have everything they want.

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Social Studies Skills Matrices

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Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

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2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

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Grade One

AMERICAN HEROES

In the first grade, students continue their introduction to United States history through the study of selected historical figures. In the history strand, students study the important contributions each historical person made. In the geography strand, students learn about where these historical people lived and explore important basic geographic concepts. The civics strand provides a study of the positive character traits exhibited by these important historical figures. The economics strand continues the introduction of basic economic concepts.

Historical Understandings

SS1H1 The student will read about and describe the life of historical figures in American history.

a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman),Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley.

Geographic Understandings

SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a.

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1G3 The student will locate major topographical features of the earth's surface.

a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian.
c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

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Government/Civic Understandings

SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.

SS1CG2 The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful.

Economic Understandings

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

SS1E4 The student will describe the costs and benefits of personal spending and saving choices

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12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

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4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
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17. interpret political cartoons					I	D	D	D	M	A

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Grade Two

GEORGIA, MY STATE

In second grade, the various social studies strands become more woven around the historical strand. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The geography strand emphasizes the geography of Georgia and relates that to the historical study. In addition to the positive character traits of the individuals and groups in the historical strand, the basic concept of government is also introduced. Basic economics concepts continue to be introduced and are related to the historical strand.

Historical Understandings

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

Geographic Understandings

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint.

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SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.

a. Identify specific locations significant to the life and times of each historic figure on a political map.
b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
c. Describe how each historic figure adapted to and was influenced by his/her environment.
d. Trace examples of travel and movement of these historic figures and their ideas across time.
e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

Government/Civic Understandings

SS2CG1 The student will define the concept of government and the need for rules and laws.

SS2CG2 The student will identify the roles of the following elected officials:

a. President (leader of our nation)
b. Governor (leader of our state)
c. Mayor (leader of a city)

SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

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Economic Understandings

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

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15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

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Grade Three

OUR DEMOCRATIC HERITAGE

In third grade, students conclude their introduction to United States history by studying the origins of American democracy. The historical strand compares ancient Greek democracy in Athens with that of the United States, and introduces selected Americans who have been important in ensuring our rights. The geography strand relates primarily to the people discussed in the history strand. In the government strand, students begin the study of the foundations of a republican form of government. The economics strand continues the introduction of basic economics concepts.

Historical Understandings

SS3H1 The student will explain the political roots of our modern democracy in the United States of America.

a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present.
b. Explain the ancient Athenians' idea that a community should choose its own leaders.
c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.

SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights).
b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

Geographic Understandings

SS3G1 The student will locate major topographical features.

a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.
b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.
c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.
d. Locate Greece on a world map.

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SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

a. Identify on a political map specific locations significant to the life and times of these historical figures.
b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.
c. Describe how each of these historical figures adapted to and was influenced by his/her environment.
d. Trace examples of travel and movement of these historical figures and their ideas across time.
e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.

Government/Civic Understandings

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.

a. Explain why in the United States there is a separation of power between branches of government and levels of government.
b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).
c. State an example of the responsibilities of each level and branch of government.

SS3CG2 The student will discuss the character of different historical figures in SS3H2a.

a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.
b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.
c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.

Economic Understandings

SS3E1 The student will describe the four types of productive resources:

a. Natural (land)
b. Human (labor)
c. Capital (capital goods)
d. Entrepreneurship (used to create goods and services)

SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.

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SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

a. Describe the interdependence of consumers and producers of goods and services.
b. Describe how goods and services are allocated by price in the marketplace.
c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.
d. Explain that most countries create their own currency for use as money.

SS3E4 The student will describe the costs and benefits of personal spending and saving choices.

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5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

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INFORMATION PROCESSING SKILLS

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Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
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10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

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Grade Four

UNITED STATES HISTORY TO 1860

In fourth grade, students begin the formal study of United States history. At this grade, the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights developed during the formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.

Historical Understandings

SS4H1 The student will describe how early Native American cultures developed in North America.

a. Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole).
b. Describe how Native Americans used their environment to obtain food, clothing, and shelter.

SS4H2 The student will describe European exploration in North America.

a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier.
b. Describe examples of cooperation and conflict between Europeans and Native Americans.

SS4H3 The student will explain the factors that shaped British colonial America.

a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

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SS4H4 The student will explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party.
b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

SS4H5 The student will analyze the challenges faced by the new nation.

a. Identify the weaknesses of the government established by the Articles of Confederation.
b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.
c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states.
d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.
e. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House.

SS4H6 The student will explain westward expansion of America between 1801 and 1861.

a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns).
b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America.
c. Describe the impact of westward expansion on Native Americans.

SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.

a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton.
b. Explain the significance of Sojourner Truth to the abolition and suffrage movements.

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Geographic Understandings

SS4G1 The student will be able to locate important physical and man-made features in the United States.

a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the Gulf of Mexico, the St. Lawrence River, and the Great Lakes.
b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal.

SS4G2 The student will describe how physical systems affect human systems.

a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.
d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

Government/Civic Understandings

SS4CG1 The student will describe the meaning of

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).
b. "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.
c. The federal system of government in the U.S.

SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.

SS4CG3 The student will describe the functions of government.

a. Explain the process for making and enforcing laws.
b. Explain managing conflicts and protecting rights.
c. Describe providing for the defense of the nation.
d. Explain limiting the power of people in authority.
e. Explain the fiscal responsibility of government.

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SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.
b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).

Economic Understandings

SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America).
b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
c. Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies).
d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).
e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies).
f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph).

SS4E2 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

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Social Studies Skills Matrices

MAP AND GLOBE SKILLS

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Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

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Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

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Grade Five

UNITED STATES HISTORY SINCE 1860

In fifth grade, students continue their formal study of United States history. As with fourth grade, the strands of history, geography, civics, and economics are fully integrated. Students study United States history beginning with the Civil War and continue to the present. The geography strand emphasizes the influence of geography on U. S. history. The civics strand emphasizes concepts and rights as outlined in amendments to the U. S. Constitution. The economics strand uses material from the historical strand to further understanding of economic concepts.

Historical Understandings

SS5H1 The student will explain the causes, major events, and consequences of the Civil War.

a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry, and explain how each of these events was related to the Civil War.
b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.
c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson.
e. Describe the effects of war on the North and South.

SS5H2 The student will analyze the effects of Reconstruction on American life.

a. Describe the purpose of the 13th, 14th, and 15th Amendments.
b. Explain the work of the Freedmen's Bureau.
c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.

SS5H3 The student will describe how life changed in America at the turn of the century.

a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.
e. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations.

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SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.

a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.
c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H6 The student will explain the reasons for America's involvement in World War II.

a. Describe Germany's aggression in Europe and Japan's aggression in Asia.
b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen.
f. Explain the U.S. role in the formation of the United Nations.

SS5H7 The student will discuss the origins and consequences of the Cold War.

a. Explain the origin and meaning of the term "Iron Curtain."
b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
c. Identify Joseph McCarthy and Nikita Khrushchev.

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SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
b. Explain the key events and people of the Civil Rights movement; *include Brown v. Board of Education* (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
d. Discuss the significance of the technologies of television and space exploration.

SS5H9 The student will trace important developments in America since 1975.

a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.
b. Explain the impact the development of the personal computer and the Internet has had on American life.

Geographic Understandings

SS5G1 The student will locate important places in the United States.

a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert.
b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities.

a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900.
b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

Government/Civic Understandings

SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution.

a. Explain the responsibilities of a citizen.
b. Explain the freedoms granted and rights protected by the Bill of Rights.
c. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.

a. Explain the amendment process outlined in the Constitution.
b. Describe the purpose for the amendment process.

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SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.

a. Explain the purpose of the 12th and 17th amendments.
b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th , and 26th amendments.

Economic Understandings

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII).
b. Explain how price incentives affect people's behavior and choices (such as decisions to participate in cattle trails because of increased beef prices).
c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs).
e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).
f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet).

SS5E2 The student will describe the functions of four major sectors in the U. S. economy.

a. Describe the household function in providing resources and consuming goods and services.
b. Describe the private business function in producing goods and services.
c. Describe the bank function in providing checking accounts, savings accounts, and loans.
d. Describe the government function in taxation and providing certain goods and services.

SS5E3 The student will describe how consumers and businesses interact in the U. S. economy.

a. Describe how competition, markets, and prices influence people's behavior.
b. Describe how people earn income by selling their labor to businesses.
c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.

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4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
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16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

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Grade Six

LATIN AMERICA, the CARIBBEAN and CANADA, EUROPE, and AUSTRALIA

Sixth grade is the first year of a two year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

LATIN AMERICA and CANADA

Geographic Understandings

SS6G1 The student will locate selected features of Latin America and the Caribbean.

a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.

SS6G2 The student will discuss environmental issues in Latin America.

a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.

SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.

a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.
b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.

a. Describe the results of blending of ethnic groups in Latin America and the Caribbean.
b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.
c. Evaluate how the literacy rate affects the standard of living.

SS6G5 The student will locate selected features of Canada.

a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.

SS6G6 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

a. Describe how Canada's location, climate, and natural resources have affected where people live.
b. Describe how Canada's location, climate, and natural resources impact trade.

SS6G7 The student will discuss environmental issues in Canada.

a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

Government/Civics Understandings

SS6CG1 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.

a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

SS6CG3 The student will explain the structure of the national government of Canada.

a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.

Economic Understandings

SS6E1 The student will analyze different economic systems.

a. Compare how traditional, command, and market, economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.

SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.

a. Explain how specialization encourages trade between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
c. Explain the functions of the North American Free Trade Agreement (NAFTA).
d. Explain why international trade requires a system for exchanging currencies between nations.

SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Describe the role of natural resources in a country's economy.
d. Describe the role of entrepreneurship.

SS6E4. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Historical Understandings

SS6H1 The student will describe the impact of European contact on Latin America.

a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.

a. Describe the influence of African slavery on the development of the Americas.
b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
c. Explain the Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.

SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.

a. Explain the impact of the Cuban Revolution.
b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

SS6H4 The student will describe the impact of European contact on Canada.

a. Describe the influence of the French and the English on the language and religion of Canada.
b. Explain how Canada became an independent nation.

SS6H5 The student will analyze important contemporary issues in Canada.

a. Describe Quebec's independence movement.

EUROPE

Geographic Understandings

SS6G8 The student will locate selected features of Europe.

a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.
b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.

SS6G9 The student will discuss environmental issues in Europe.

a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.

SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.

a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.
b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

SS6G11 The student will describe the cultural characteristics of Europe.

a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.
c. Explain how the literacy rate affects the standard of living in Europe.

Government/Civics Understandings

SS6CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6CG5 The student will explain the structure of modern European governments.

a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.
b. Describe the purpose of the European Union and the relationship between member nations.

Economic Understandings

SS6E5 The student will analyze different economic systems.

a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.
a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
b. Explain why international trade requires a system for exchanging currencies between nations.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.
a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Describe the role of natural resources in a country's economy.
d. Describe the role of entrepreneurship.

Historical Understandings

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.
a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
c. Trace the colonization of Australia by the United Kingdom.
d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.

SS6H7 The student will explain conflict and change in Europe to the 21st century.
a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.
b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

AUSTRALIA

Geographic Understandings

SS6G12 The student will be able to locate selected features of Australia.

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.

SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.

a. Describe how Australia's location, climate, and natural resources have affected where people live.
b. Describe how Australia's location, climate, and natural resources impact trade.

SS6G14 The student will describe the cultural characteristics of people who live in Australia.

a. Explain the impact of English colonization on the language and religion of Australia.
b. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS6CG6 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6CG7 The student will explain the structure of the national government of Australia.

a. Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.

Economic Understandings

SS6E8 The student will analyze different economic systems.

a. Compare how traditional, command, and market, economies answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
c. Describe the economic system used in Australia.

SS6E9 The student will give examples of how voluntary trade benefits buyers and sellers in Australia.

a. Explain how specialization makes trade possible between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.
c. Explain why international trade requires a system for exchanging currency between nations.

SS6E10 The student will describe factors that influence economic growth and examine their presence or absence in Australia.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
c. Describe the role of natural resources in a country's economy.
d. Describe the role of entrepreneurship.

Historical Understanding

SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.

a. Describe the origins and culture of the Aborigines.

SS6H9 The student will explain the impact European exploration and colonization had on Australia.

a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.
b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
1. Use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. Use intermediate directions		I	M	A	A	A	A	A	A	A
3. Use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. Compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. Use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. Use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. Draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. Use latitude and longitude to determine location				I	D	D	D	M	A	A
10. Use graphic scales to determine distances on a map					I	M	A	A	A	A
11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
1. Compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. Organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. Identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. Distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. Identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. Interpret timelines		I	D	D	M	A	A	A	A	A
8. Identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. Construct charts and tables			I	M	A	A	A	A	A	A
10. Analyze artifacts			I	D	D	M	A	A	A	A
11. Draw conclusions and make generalizations				I	M	A	A	A	A	A
12. Analyze graphs and diagrams				I	D	M	A	A	A	A
13. Translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. Formulate appropriate research questions					I	M	A	A	A	A
15. Determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. Check for consistency of information					I	M	A	A	A	A
17. Interpret political cartoons					I	D	D	D	M	A

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8
➢ **Key Ideas and Details**
ELACC6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.
ELACC6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
ELACC6-8RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
➢ **Craft and Structure**
ELACC6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
ELACC6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
ELACC6-8RH6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
➢ **Integration of Knowledge and Ideas**
ELACC6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
ELACC6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.
ELACC6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.
➢ **Range of Reading and Level of Text Complexity**
LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)
➢ **Text Types and Purposes**
ELACC6-8WHST1: Write arguments focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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.
ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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 and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELACC6-8WHST3: (See note; not applicable as a separate requirement)
➢ **Production and Distribution of Writing**
ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC6-8WHST5: 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.
ELACC6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
➢ **Research to Build and Present Knowledge**
ELACC6-8WHST7: 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.
ELACC6-8WHST8: 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.
ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
➢ **Range of Writing**
ELACC6-8WHST10: Write routinely over extended time frames (time for 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.

Grade Seven

Africa, Southwest Asia (Middle East), Southern and Eastern Asia

Seventh grade is the second year of a two year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

AFRICA

Geographic Understandings

SS7G1 The student will locate selected features of Africa.

a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.
b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.

SS7G2 The student will discuss environmental issues across the continent of Africa.

a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.
b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.
c. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS7CG1 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG2 The student will explain the structures of the modern governments of Africa.

a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.
b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.

SS7CG3 The student will analyze how politics in Africa impacts standard of living.

a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.
b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

Economic Understandings

SS7E1 The student will analyze different economic systems.

a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in South Africa and Nigeria.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.

a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
b. Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
d. Describe the role of entrepreneurship.

SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Historical Understandings

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.
b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

d. Explain the impact of the Pan-African movement.

SOUTHWEST ASIA (Middle East)

Geographic Understandings

SS7G5 The student will locate selected features in Southwestern Asia (Middle East).

a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.
b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).

a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).

a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
d. Explain the reason for the division between Sunni and Shia Muslims.
e. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS7CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

Economic Understandings

SS7E5 The student will analyze different economic systems.

a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).

a. Explain how specialization encourages trade between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
d. Explain why international trade requires a system for exchanging currencies between nations.

SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Explain the role of oil in these countries' economies.
d. Describe the role of entrepreneurship.

Historical Understandings

SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
c. Describe how land and religion are reasons for continuing conflicts in the Middle East.
d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

SOUTHERN AND EASTERN ASIA

Geographic Understandings

SS7G9 The student will locate selected features in Southern and Eastern Asia.

a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.
b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.

SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.

a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
b. Describe the causes and effects of air pollution and flooding in India and China.

SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

a. Explain the differences between an ethnic group and a religious group.
b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucianism.
c. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS7CG6 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.

a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

Economic Understandings

SS7E8 The student will analyze different economic systems.

a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.

a. Explain how specialization encourages trade between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Describe the role of natural resources in a country's economy.
d. Describe the role of entrepreneurship.

Historical Understanding

SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.

a. Describe how nationalism led to independence in India and Vietnam.
b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.
c. Explain the role of the United States in the rebuilding of Japan after WWII.
d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
1. Use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. Use intermediate directions		I	M	A	A	A	A	A	A	A
3. Use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. Compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. Use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. Use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. Draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. Use latitude and longitude to determine location				I	D	D	D	M	A	A
10. Use graphic scales to determine distances on a map					I	M	A	A	A	A
11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
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Information Processing Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
1. Compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. Organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. Identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. Distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. Identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. Interpret timelines		I	D	D	M	A	A	A	A	A
8. Identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. Construct charts and tables			I	M	A	A	A	A	A	A
10. Analyze artifacts			I	D	D	M	A	A	A	A
11. Draw conclusions and make generalizations				I	M	A	A	A	A	A
12. Analyze graphs and diagrams				I	D	M	A	A	A	A
13. Translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. Formulate appropriate research questions					I	M	A	A	A	A
15. Determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. Check for consistency of information					I	M	A	A	A	A
17. Interpret political cartoons					I	D	D	D	M	A

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8
➢ **Key Ideas and Details**
ELACC6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.
ELACC6-8RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
ELACC6-8RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
➢ **Craft and Structure**
ELACC6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
ELACC6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
ELACC6-8RH6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
➢ **Integration of Knowledge and Ideas**
ELACC6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
ELACC6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.
ELACC6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.
➢ **Range of Reading and Level of Text Complexity**
LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)
➢ **Text Types and Purposes**
ELACC6-8WHST1: Write arguments focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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.
ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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 and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELACC6-8WHST3: (See note; not applicable as a separate requirement)
➢ **Production and Distribution of Writing**
ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC6-8WHST5: 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.
ELACC6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
➢ **Research to Build and Present Knowledge**
ELACC6-8WHST7: 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.
ELACC6-8WHST8: 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.
ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
➢ **Range of Writing**
ELACC6-8WHST10: Write routinely over extended time frames (time for 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.

Grade Eight

GEORGIA STUDIES

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

Historical Understandings

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

SS8H2 The student will analyze the colonial period of Georgia's history.

a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.
b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

SS8H3 The student will analyze the role of Georgia in the American Revolution.

a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.
b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.

b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.
c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.
b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period.
b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence.
c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.
d. Explain reasons for World War I and describe Georgia's contributions.

SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.

a. Describe the impact of the boll weevil and drought on Georgia.
b. Explain economic factors that resulted in the Great Depression.
c. Discuss the impact of the political career of Eugene Talmadge.
d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.

a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
c. Explain the impact of the Holocaust on Georgians.

d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

a. Analyze the impact of the transformation of agriculture on Georgia's growth.
b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
c. Discuss the impact of Ellis Arnall.

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.
b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
c. Discuss the impact of Andrew Young on Georgia.

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

a. Evaluate the consequences of the end of the county unit system and reapportionment.
b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
c. Analyze the impact of the rise of the two-party system in Georgia.
d. Evaluate the effect of the 1996 Olympic Games on Georgia.
e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

Geographic Understandings

SS8G1 The student will describe Georgia with regard to physical features and location.

a. Locate Georgia in relation to region, nation, continent, and hemispheres.
b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
d. Evaluate the impact of climate on Georgia's development.

SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports, and the railroads help drive the state's economy.

a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.

b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets.
c. Explain how the four transportation systems provide jobs for Georgians.

Government/Civic Understandings

SS8CG1 The student will describe the role of citizens under Georgia's constitution.

a. Explain the basic structure of the Georgia state constitution.
b. Explain the concepts of separation of powers and checks and balances.
c. Describe the rights and responsibilities of citizens.
d. Explain voting qualifications and elections in Georgia.
e. Explain the role of political parties in government.
f. Identify wisdom, justice, and moderation as the three principles of the Pledge of Allegiance to the Georgia Flag.

S8CG2 The student will analyze the role of the legislative branch in Georgia state government.

a. Explain the qualifications, term, election, and duties of members of the General Assembly.
b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

SS8CG3 The student will analyze the role of the executive branch in Georgia state government.

a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.
c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
b. Explain the difference between criminal law and civil law.
c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
d. Describe ways to avoid trouble and settle disputes peacefully.
e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.

SS8CG5 The student will analyze the role of local governments in the state of Georgia.

a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.
c. Describe the functions of special-purpose governments.
d. Evaluate the role of local government working with state agencies to administer state programs.

SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.

a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each
b. Describe the rights of juveniles when taken into custody.
c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.
d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.

Economic Understandings

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

SS8E2 The student will explain the benefits of free trade.

a. Describe how Georgians have engaged in trade in different historical time periods.
b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

SS8E3 The student will evaluate the influence of Georgia's economic growth and development.

a. Define profit and describe how profit is an incentive for entrepreneurs.
b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

SS8E4 The student will identify revenue sources for and services provided by state and local governments.

a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.
b. Explain the distribution of state revenue to provide services.
c. Evaluate how choices are made given the limited revenues of state and local governments.

SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Social Studies Skills Matrices

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LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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➢ **Text Types and Purposes**
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b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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➢ **Research to Build and Present Knowledge**
ELACC6-8WHST7: 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.
ELACC6-8WHST8: 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.
ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
➢ **Range of Writing**
ELACC6-8WHST10: Write routinely over extended time frames (time for 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.

GPS Physical Education

KINDERGARTEN

PEK.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Students will experience all locomotor movement patterns (e.g., hop, jump, and gallop) and demonstrate mature patterns when walking and running. A variety of movement experiences allows students to use non-locomotor skills (e.g., bend, twist, and turn) while moving and stationary. Weight transfer and balance activities are important as students learn to move in relation to others while moving through personal and general space.

Elements:

a. **Demonstrates basic movement in general and personal space.**
Examples:
- Travels in general space without bumping into another student.
- Uses a variety of movements within personal space (balance, body control, and jumping).

b. **Demonstrates basic locomotor skills.**
Examples:
- Performs walk, run, hop, jump, and gallop.
- Uses walk, run, hop, jump, leap, and gallop in a tag game/activity.

c. **Demonstrates basic non-locomotor skills.**
Examples:
- Bends, straightens, twists, stretches, and turns during warm-up activities.
- Twists, turns, and bends to external rhythmic accompaniment.

d. **Demonstrates basic manipulative skills.**
Examples:
- Tosses a ball.
- Catches a bean bag.

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KINDERGARTEN

PEK.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.

Elements:

a. Identifies general and personal space.
Examples:
- Students know when another student is beside, behind or in front.
- Students move throughout open space while staying within boundaries.

b. Identifies basic locomotor skills.
Examples:
- Students name three locomotor skills.
- On cue, students change to appropriate locomotor skills.

c. Identifies basic non-locomotor skills.
Examples:
- Students bend, straighten, stretch, and turn when prompted.
- The students name the non-locomotor skill performed by the teacher or another student.

d. Students identify components of tossing and catching.
Examples:
- Students name a level and appropriately release the ball to travel at the level.
- Students explain why they need to look at the ball in order to catch it.

e. Students apply basic movement concepts of space.
Examples:
a. Students will move in various pathways on verbal command.
b. Students change levels from low, medium, to high.

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KINDERGARTEN

PEK.3: Participates regularly in physical activity.

Description: Students will participate in physical activity largely because of the pleasure they experience. They engage primarily in structured physical activities in school and structured or non-structured activities outside of school.

Elements:

a. **Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.**
   Examples:
   - Plays at local area parks.
   - Plays hop scotch or jumps rope with friends.

b. **Perform basic locomotor skills away from school.**
   Examples:
   - Engages in simple invasion games at home or recreation centers.
   - Begins playing recreational sports.

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KINDERGARTEN

PEK4.1: Achieves and maintains a health enhancing level of physical fitness.

Description: Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in physical activity.

Elements:

a. Participates in fitness and conditioning activities.
Examples:
- Moves continuously for at least one minute while playing tag or running games.
- Holds own body weight for 5 seconds while participating in partner push up or traversing along a rock wall with teacher assistance.

b. Identifies physiological indicators that accompany moderate to vigorous physical activities.
Examples:
- Identifies that their hearts are beating faster after running or moving vigorously.
- Identifies sweating as a product of moving vigorously.

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KINDERGARTEN

PEK5.1: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize and follow rules, directions, and safety procedures. They work cooperatively and respectfully with others, regardless of personal differences.

Elements:

a. Follows classroom rules and shows self-control.
Examples:
- Responds to teacher's signals and verbal cues.
- Listens to directions while sitting still and without touching equipment.

b. Follows simple directions for basic games and activities.
Examples:
- Participates in freeze tag.
- When given a team "number" or "color", student willingly goes to that number or color without help.

c. Uses body, space, and equipment safely.
Examples:
- Avoids contact with others during a movement activity.
- Follows teacher's directions to put equipment away.

d. Works with a partner or small group regardless of personal differences.
Examples:
- Shares space and equipment and takes turns with any student.
- Plays catch with a student with a disability.

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KINDERGARTEN

PEK.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Description: Students exhibit both verbal and non-verbal indicators of enjoyment for physical activity. In kindergarten, students find pleasure in the simple act of moving and facing challenges.

Elements:

a. **Participates in physical activities that provide personal enjoyment.**
Examples:
- Dances to a favorite song.
- Invites friends to join in activity.

b. **Expresses feelings associated with success from physical activities.**
Examples:
- Says, "I did it!" Claps when others are successful and congratulates peers.
- Gives a "thumbs up" when asked if they are having fun.

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FIRST GRADE

PE1.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Students perform locomotor skills in combination with non-locomotor skills and demonstrate mature form in the hop, jump, and leap. When traveling through general and personal space, students demonstrate the ability to move in a variety of pathways, in different directions, and at different levels. Several non-locomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Students are able to direct manipulative objects toward an intended target.

Elements:

a. **Demonstrates basic movement patterns while changing directions and levels in general and personal space.**
Examples:
- Maintains balance while moving first backwards and then forwards after a cue from the teacher.
- Changes levels to maneuver through an obstacle course.

b. **Demonstrates the hop, jump, and leap while participating in physical activities.**
Examples:
- Uses a mature form of hopping, leaping, and jumping during rhythmic activities.
- Travels between stations by hopping, leaping, and jumping.

c. **Demonstrates non locomotor skills.**
Examples:
- Moves while curling, twisting, and swaying.
- Shows balance while performing a scale during an educational gymnastics activity.

d. **Demonstrates basic manipulative skills.**
Examples:
- Kicks a stationary ball.
- Strikes a balloon using various body parts.

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FIRST GRADE

PE1.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students use movements and manipulative skill concepts while expanding and applying skills to their basic knowledge.

Elements:

a. **Demonstrates knowledge of basic locomotor skills.**
Examples:
- Students skip through general space on cue.
- Students will change locomotor skills on verbal command.

b. **Demonstrates knowledge of basic non-locomotor skills.**
Examples:
- Students curl, twist, or bend when prompted.
- Students design a combination of non-locomotor skills.

c. **Demonstrates use of movement concepts while striking and kicking.**
Examples:
- Students use appropriate force to kick a stationary ball to the wall or to a partner.
- Students strike the balloon with different degrees of force to move the balloon to different levels.

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FIRST GRADE

PE1.3: Participates regularly in physical activity.

Description: Students express pleasure when participating in physical activity. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education classes.

Elements:

a. Improves skills while participating in enjoyable activities.
Examples:
- Improves tossing and catching skills when playing catch with a partner.
- Improves rhythmic skills with Lummi Sticks.

b. Participates in physical activity most days of the week.
Examples:
- Participates in school clubs or programs featuring physical activities.
- Rides bikes after school.

c. Participates regularly in a variety of non-structured and minimally organized physical activities inside and outside of physical education class.
Examples:
- Plays tag games at recess or hop scotch.
- Plays jump rope games.

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FIRST GRADE

PE1.4: Achieves and maintains a health enhancing level of physical fitness.

Description: Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.

Elements:

a. Participates in fitness and conditioning related activities.
Examples:
- Participates in moderate to vigorous activity continuously for at least 5 minutes.
- Traverses along a rock wall with little teacher assistance.

b. Identifies physiological indicators that accompany moderate to vigorous physical activities.
Examples:
- After playing crab soccer, students are able to identify breathing hard as an example of physical exertion.
- Recognizes that doing push-ups makes your arm muscles tired.
- Recognizes that stomach muscles get tired when doing sit-ups or crunches.
- Identifies that the heart beats faster after dancing or moving vigorously.

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FIRST GRADE

PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize rules, directions, and safety procedures while participating in physical activity. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.

Elements:

a. **Demonstrates self-control and follows rules and procedures with very little teacher direction.**
Examples:
- Lines up at the end of class in the appropriate spot.
- Keeps hands and body under control.

b. **Uses body, space, and equipment safely.**
Examples:
- Moves safely in a large group while changing directions and pathways.
- Swings pillo-polo stick while remaining in a safe space.

c. **Cooperates with others.**
Examples:
- Uses kindness and encouragement to help others.
- Takes turns throwing at a target.

d. **Uses appropriate means to resolve simple conflicts on their own.**
Examples:
- Allows a partner to have a "redo".
- Apologizes for stepping on someone's hand.

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FIRST GRADE

PE1.6: Values physical activity for health, enjoyment, challenge, self- expression, and/or social interaction.

Description: Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.

Elements:

a. **Participates in and describes enjoyment of various physical activities.**
Examples:
- Identifies physical activity preferences.
- Completes teacher created survey to show emotions experienced during activity.

b. **Willingly participates in new and challenging activities.**
Examples:
- Is excited at the prospect of learning a new game.
- Challenges self at stations to improve the skill needed for a new activity.

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SECOND GRADE

PE2.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Students are expected to demonstrate mature form in skipping, sliding, and galloping as they move through personal and general space. The ability to change directions on teacher command or adapt movement in relation to a partner is expected for this age. Students can combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. The ability to demonstrate momentary body control during balance and weight transfer is evident. Students will demonstrate mastery of underhand throwing patterns when performing manipulative skills. The ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are performed but are not at a mature level.

Elements:

a. **Uses extensions while demonstrating various locomotor movement patterns with different pathways.**
Examples:
- Uses the skip, slide, and gallop to travel different pathways (zigzag, curved, straight) while extending and contracting their body (large/small, near/far).
- Gallops around the gym using either foot as the lead foot.

b. **Demonstrates the underhand throw/underhand strike.**
Examples:
- Uses a mature underhand throw to a partner so that it can be caught.
- Demonstrates correct form for the underhand strike while aiming at a target.

c. **Applies concepts of weight transfer in a variety of ways.**
Examples:
- Shifts weight from back to front when tossing a ball.
- Demonstrates a transfer of weight from feet to hands (forward roll, bear walk, handstand, etc).

d. **Demonstrates the ability to perform fundamental locomotor skills to a rhythmic beat.**
Examples:
- Performs basic jump rope skills.
- Performs structured dances that use skipping and sliding to traditional folk music.

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e. Demonstrates the ability to kick a moving ball.
Examples:

- Kicks a soccer ball that is passed from a partner.
- Kicks a rolled playground ball.

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SECOND GRADE

PE2.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activity.

Description: Students apply multiple movement concepts while using manipulatives.

Elements:

a. Identifies locomotor movement patterns within pathways and extensions.
Examples:
- Students choose various locomotor movements to move through multiple pathways.
- Students combine different pathways and extensions in sequence.

b. Identifies critical elements of an underhand throw and when it is used.
Examples:
- Students appropriately target the object and can identify the critical elements.
- Students can name several games that use an underhand throwing pattern.

c. Identifies different types of striking.
Examples:
- Students use a body part to strike an object.
- Students use an implement to strike an object.

d. Identifies concepts of weight transfer.
Examples:
- Students step forward with opposite foot when throwing.
- Students move by alternating between hands and feet.

e. Applies concepts of movement in relationship to a rhythmic tempo.
Examples:
- Students create a movement sequence in time to a beat.
- Students maintain tempo when performing a dance with a partner or group while counting aloud to the music or beat.

f. Applies concepts of chasing, fleeing, and dodging.
Examples:
- Students demonstrate body control while moving through large groups of students.

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- Students combine numerous pathways to participate in tag games and other low-organizational games.
- Students identify characteristics important for chasing, fleeing, and dodging.

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SECOND GRADE

PE2.3: Participates regularly in physical activity.

Description: Students purposely select and participate in activities during their leisure time. They recognize that choosing to participate in physical activity can be enjoyable.

Elements:

a. Demonstrates involvement in physical activities that use the skill and knowledge learned in physical education.
Examples:
- Participates in game play that includes throwing, catching, kicking, and striking skills.
- Willingly participates in various playground activities during recess or after school.

b. Participates in activities during leisure time that involve physical activities.
Examples:
- Participates in chasing and fleeing activities outside of school.
- Enjoys participating in jump rope activities.

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SECOND GRADE

PE2.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Students engage in physical activity for short periods of time. They can identify the components of health related fitness (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

Elements:

a. Participates in fitness and conditioning-related activities.
Examples:
- Is able to do an aerobic dance routine lasting for at least 5 minutes.
- Participates in a game to build muscular strength (e.g. partner push-up hockey, monkey bars, plank and climbing ladders).
- Does arm stretches after working hard during a practice push-up test.

b. Recognizes physiological indicators that accompany moderate to vigorous physical activities.
Examples:
- States that body feels "hot" after exercise.
- Recognizes thirst and heavy breathing as a result of participation in cardio-vascular activities.
- Recognizes stretching will cause muscles to feel "uncomfortable".

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SECOND GRADE

PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students can work cooperatively, productively, and safely with partners or in small groups to complete assigned tasks. Students encourage those with differences in abilities to engage in activities. Students begin to take responsibility for their own actions.

Elements:

a. **Has self-control and begins to take personal responsibility for own actions and participation.**
Examples:
- Holds equipment appropriately while teacher is instructing.
- Offers to assist in setting up the gym for activity.

b. **Works respectfully within a diverse setting and begins to problem solve and use simple strategies to increase the success of group activities.**
Examples:
- Chooses a group leader and/or determines certain jobs for each other with minimal conflict.
- Always plays fairly, especially in games using the "honor system."

c. **Works cooperatively in a group with students of different abilities.**
Examples:
- Helps a classmate throw a ball correctly.
- Invites others of different abilities to join a group.

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SECOND GRADE

PE2.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Description: Students will demonstrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.

Elements:

a. Describes positive feelings experienced from participating in physical activity.
Examples:
- Gives others "high fives".
- Writes/draws illustrations to create a picture book about physical education.

b. Engages in new and challenging physical activities.
Examples:
- Willingly participates in physical activities which require learning new skills (learning to skip).
- Initiates a family hike.

c. Can identify community activities.
Examples:
- Plays with a recreational soccer team.
- Takes a Yoga or Ballet lesson at the local YMCA or community center.

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THIRD GRADE

PE3.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students demonstrate mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g., gymnastics, inline skating) and rhythmic activities (e.g., structured dance, jump rope, creative dance). They are able to perform variations of different locomotor skills (e.g., jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in non-game play environments and are able to catch objects at a medium level trajectory during game play.

Elements:

a. **Demonstrates fleeing, dodging, and chasing skills during game play.**
Examples:
- Demonstrates the ability to dodge an opponent while playing tag.
- Catches an opponent who is dribbling a soccer ball.

b. **Demonstrates weight transfer when using equipment.**
Examples:
- Demonstrates the proper technique of a cross lateral (body) release when throwing a Frisbee.
- Demonstrates stepping with opposition when throwing, using a sidearm pattern.

c. **Demonstrates movement skills and patterns following specific rhythms.**
Examples:
- Performs a ball routine consisting of a bounce, pass, and catch with a partner in rhythm to music.
- Jumps rope repetitively.

d. **Demonstrates correct form while performing a side swing strike using a short handled or long handled implement.**
Examples:
- Uses a level sidearm swing while striking an object with a bat.
- Uses a backhand swing with a paddle.

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THIRD GRADE

PE3.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students use external feedback to improve performance.

Elements:

a. **Identifies the critical elements of a mid-level strike.**
Examples:
- Describes the key components of a mid-level strike.
- Performs a forehand strike with proper form.

b. **Identifies the critical elements of a successful pass to a moving target.**
Examples:
- Using proper form, students throw to a swinging target and hit it.
- Students explain the major factors of a successful pass to a partner.

c. **Identifies the critical elements of a successful catch.**
Examples:
- Uses proper form when catching a softball thrown by a partner.
- Names the cues that remind us how to make a successful catch.

d. **Explains how force moves objects to varying distances.**
Examples:
- Kicks a ball using light force, medium force, and hard force to discover the distance the ball travels at each force level.
- Compares the distance traveled of a lightly thrown ball to a ball thrown as hard as possible.

e. **Explains rules of a modified game.**
Examples:
- Explains the rule to the game to someone that was absent.
- Lists three rules of his favorite game.

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THIRD GRADE

PE3.3: Participates regularly in physical activity.

Description: Students will be able to identify and/or demonstrate the importance of regular physical activity for enjoyment and health.

Elements:

a. Chooses to participate in structured and/or non-structured physical activities.
Examples:
- Actively involved in class activities without prompting.
- Participates in family physical recreation.

b. Provides evidence of participation in formal and/or informal physical activities.
Examples:
- Provides documentation of Youth League, YMCA, Boys and Girls Clubs.
- Attends physical fitness night at school with family.

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THIRD GRADE

PE3.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility).

Elements:

a. Participates in moderate to vigorous activities for at least 20 minutes.
Examples:
- Plays a small sided soccer game.
- Jumps rope continuously for more than one minute and repeats.

b. Identifies at least 2 activities for each component of health related fitness.
Examples:
- Recognizes that gymnastics/tumbling improves flexibility and muscular strength.
- Demonstrates activities related to each component.
- Recognizes that cardio-vascular endurance is important while playing vigorous activities. (Ex. Small-sided basketball).

c. Recognizes physiological indicators that accompany vigorous physical activities.
Examples:
- Checks resting heart rate before vigorous activity.
- Identifies heart rate for 15 seconds multiplied by 4 heart beats to heart beat per minute after vigorous activity.
- Compares and recognizes the difference between resting heart rate and the heart rate after vigorous activity.

d. Participates in activities that benefit each of the health-related fitness components.
Examples:
- Climbs the rock wall in physical education class to improve muscular strength.
- Recognizes that stretching after the muscles are warm is more beneficial than stretching before exercising.
- Participates in fitness stations to prepare for fitness testing.

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THIRD GRADE

PE3.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students begin to take responsibility for their actions and begin to show understanding of how their actions can affect the success of the group.

Elements:

a. **Designs and follows class rules and procedures.**
Examples:
- Creates class rules with teacher's assistance.
- Develops procedures for dividing into equal groups.

b. **Demonstrates the ability to work successfully with a partner or with a small group.**
Examples:
- Makes positive statements to others during activity.
- Works well in both "leadership" and "following" roles.

c. **Recognizes and avoids unsafe practices and situations.**
Examples:
- Cautions others when an unsafe situation occurs.
- Rolls in the same direction as others in tumbling during a unit.

d. **Works independently to practice skills.**
Examples:
- Practices specific skills assigned by the teacher until the teacher signals the end of practice.
- Practices skill during non-structured time without being told.

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THIRD GRADE

PE3.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students are able to recognize physical activity as a positive opportunity for group and social interaction.

Elements:

a. Chooses to participate in partner or team activities.
Examples:
- Works with a partner to develop passing skills.
- Provides evidence of participation in team sport.

b. Participates in cooperative problem solving activities.
Examples:
- Leads a team as members attempt to complete a team challenge.
- Provides ideas for solving a team challenge.

c. Demonstrates a healthy approach to results of group activities.
Examples:
- Celebrates success of self and/or others in the proper context.
- Encourages students that are having a difficult time completing task.

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FOURTH GRADE

PE4.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students are able to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g., moving to a ball, trapping, dribbling and then passing it; forward roll, scale [balance], travel and then do a cartwheel). All throwing and striking patterns are mastered during fourth grade, and students are able to catch or handle objects from any trajectory (low, medium, or high) in simple situations. Students are able to move in tempo to slow and fast rhythms.

Elements:

a. **Demonstrates an overhand throw.**
Examples:
- Uses proper technique while throwing a football.
- Uses proper technique when throwing overhand to a moving target during a game.

b. **Demonstrates an overhead striking skill.**
Examples:
- Uses proper techniques of a pickle ball smash.
- Spikes a beach ball over a low net.

c. **Demonstrates fleeing, dodging, and chasing skills with equipment.**
Examples:
- Avoids defenders while dribbling a soccer ball.
- Advances a puck down the court during a floor hockey game.

d. **Demonstrates a variety of rhythmic patterns.**
Examples:
- Performs jump rope, dance, and rhythm sticks routines.
- Performs the traditional tinikling dance.

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FOURTH GRADE

PE4.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students begin to apply basic concepts of movement to improve their individual performance. They can provide critical elements of form or motor development principles to improve the performance of others.

Elements:

a. Identifies the critical elements of an overhand throw.
Examples:
- Describes the parts of a proper throw.
- Draws a series of pictures to identify the critical components of a proper throw.

b. Identifies the critical elements of the overhand strike.
Examples:
- Describes the parts of a self tossed overhand strike.
- Identifies the different critical elements used for an overhead strike when the set up is from a self tossed or partner tossed ball.

c. Identifies the use of opposition for manipulative skills performed by classmates and provides feedback.
Examples:
- Provides feedback to another student that the student did step on the opposite foot when releasing the ball on an overhand throw.
- Finds a picture in a newspaper or magazine that demonstrates the use of opposition while the person is performing an overhand striking skill.

d. Explains the use of fleeing, dodging, and chasing in game play.
Examples:
- Describes strategies to successfully get "open" while being guarded.
- Demonstrates how to watch a person's midsection while guarding during game play.

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FOURTH GRADE

PE4.3: Participates regularly in physical activity.

Description: Students are actively involved in activities that provide opportunities to participate with others in an active environment.

Elements:

a. Encourages others to participate in physical activity.
Examples:
- Invites those who are not being active to join a game.
- Provides a picture of one's family participating in a physical activity.

b. Demonstrates how physical activity plays a part in daily life.
Examples:
- Maintains a 3 day activity log.
- Wears pedometer for entire school day and logs steps.

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FOURTH GRADE

PE4.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students begin to participate in criterion-referenced fitness assessments and are able to identify the health-related component that each test assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility.

Elements:

a. **Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram) and realizes whether he/she is within the healthy fitness zone.**
Examples:
- Practices with a peer in the criterion- referenced test.
- Compares own results to determine age appropriate healthy/unhealthy fitness zone.

b. **Matches items from a criterion-referenced fitness test to the health-related fitness components.**
Examples:
- Cites curl-ups as a test item that measures abdominal strength.
- Cites sit and reach as a measurement of flexibility.

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FOURTH GRADE

PE4.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are increasing in duration and frequency of occurance.

Elements:

a. **Learns to resolve conflicts using different strategies.**
Examples:
- Plays "rock-paper-scissors" to pick turns or negotiate conflicts..
- Accepts decisions made by the team captain.

b. **Works independently and cooperatively to develop an appreciation for individual differences.**
Examples:
- Uses peer feedback to help others improve their skills.
- Works cooperatively using verbal or nonverbal encouragement with all class members.

c. **Works independently and remains on task.**
Examples:
- Uses self-guided activity task cards to learn a new skill.
- Choreographs a jump rope routine.

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FOURTH GRADE

PE4.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students display enjoyment of activity as it relates to skill mastery. Further, they will demonstrate a desire to participate in a variety of activities.

Elements:

a. Chooses to participate in formal and/or informal physical activities that are enjoyable.
Examples:
- Community dance programs and athletics teams.
- Is actively involved in station work in class.

b. Chooses personally challenging experiences in physical activity.
Examples:
- Uses only the intermediate and advance hand holds while moving across the traversing wall in physical education class.
- Increases their upper body endurance by choosing to work on pull-up bars during free-time or free choice activities.

c. Expresses enjoyment through physical activity.
Examples:
- Creates a dance to express feeling of happiness.
- Creates a team celebration or-dance for successful completion of a task or challenge.

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FIFTH GRADE

PE5.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students can move through space using any movement pattern in combination with any non-locomotor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports, are refined and used in game play. Students demonstrate the ability to hit targets when performing manipulative skills. Students are able to combine movement in meaningful ways, creating movement sequences that are smooth and fluid and done to several different rhythmic patterns.

Elements:

a. **Demonstrates hand striking skills in repetition in both a controlled setting and during game play.**
   Examples:
   - Volleys a ball with a partner using correct technique.
   - Uses correct form while dribbling around defenders during a basketball lead up game.

b. **Demonstrates foot striking skills in repetition with the foot in a controlled setting or during game play.**
   Examples:
   - Uses control when dribbling a soccer ball around cones.
   - Advances a soccer ball down the field while passing it back and forth with a partner and while keeping it away from others.

c. **Demonstrates striking skills with equipment.**
   Examples:
   - Uses proper technique when using the forehand during a pickle ball game.
   - Uses proper technique when shooting a floor hockey puck.

d. **Demonstrates the ability to create and perform rhythmic patterns in a 4/4 beat.**
   Examples:
   - Performs a rope jumping routine, ball routine, or dance routine.
   - Performs a group gymnastics movement sequence using three or more elements.

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FIFTH GRADE

PE5.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as those of their classmates and discuss methods for improving performance.

Elements:

a. **Applies critical elements to improve personal performance and in various movement tactics in small sided game play.**
   Examples:
   - Explains the strategy of moving to an open space in game play.
   - Watches a video of own performance to improve form.

b. **Creates a complex rhythmic/aerobic routine.**
   Examples:
   - Demonstrates a self created jump rope, tumbling, dance, or ball routine.
   - Writes the steps on paper for a folk dance that represents one's heritage.

c. **Designs a new game.**
   Examples:
   - Creates a new game that has skills related to other activities.
   - Given appropriate equipment, makes up a new game that includes a fitness component.

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FIFTH GRADE

PE5.3: Participates regularly in physical activity.

Description: Students will be able to use information from a variety of sources to regulate their activity behavior.

Elements:

a. Sets reachable but challenging goals as they relate to activity.
Examples:
- Improves the number of jumps in a 2 minute time test.
- Increases distance from target as a self-challenge.

b. Monitors effects of activity to increase participation.
Examples:
- Takes pulse rate at regular intervals during a soccer game.
- Compares pretest and posttest of a skill assessment.

c. Participates in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class.
Examples:
- Makes physical activity choices based on personal interests and capabilities to maintain an active lifestyle.
- Participates in an organized sport or intramural activity of own choosing outside of the school day.

d. Identifies physical activities and personal choice behaviors that promote a health-enhancing lifestyle.
Examples:
- Brainstorms and compiles a list of physical activities that the student would enjoy participating in with friends or family outside of school.
- Identifies stretches performed daily to increase flexibility.

e. Regularly participates in physical activities outside of the school day.
Examples:
- Follows a teacher generated activity calendar for one week.
- Develops strategies for monitoring regular participation in physical activities.

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FIFTH GRADE

PE5.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Under the direction of the teacher, students will identify personal strengths and areas to improve as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will help to improve their fitness levels.

Elements:

a. **Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram).**
   Examples:
   - Practices with a peer in the criterion- referenced test.
   - Participates in a fitness assessment targeting each health-related component of fitness.

b. **Interprets results of fitness testing to compare their scores with health related standards.**
   Examples:
   - Compares personal scores with the health-related fitness standards as defined by the national fitness assessment.
   - Identifies at least two activities that will improve health-related fitness components.
   - Participates in moderate to vigorous physical activity.
   - Participates in 30 minutes of moderate to vigorous activity at least 3 days per week.

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FIFTH GRADE

PE5.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct and a willingness to work with students of various abilities.

Elements:

a. Demonstrates the ability to work together in a group setting.
Examples:
- Describes and demonstrates how to accommodate various abilities.
- Works with a group to choreograph a dance.

b. Performs activities safely and follows class rules of conduct.
Examples:
- Demonstrates proper safety procedures for swinging racket or long handled implement in a group setting.
- Chooses a safe space for a rope jumping activity.

c. Describes and demonstrates teamwork in a small sided game.
Examples:
- Passes the ball to a teammate to gain advantage while playing a game.
- Plays position while participating in a net game.

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FIFTH GRADE

PE5.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social–interaction.

Description: Students will identify those activities they enjoy, as well as classmates that have similar and different physical activity interests.

Elements:

a. Demonstrates enjoyment that is obtained from physical activity.
Examples:
- Develops team cheer chant to motivate others on a team.
- Claps and jumps in excitement while playing a game.

b. Participates in interactive and individual physical activity throughout the day.
Examples:
- Incorporates activity into leisure time.
- Leads others to become involved in free-time or free choice activities.
- Signs up for a physical activity class at a community center.

c. Chooses to engage in new activities.
Examples:
- Participates in new physical activities.
- Explores multi-cultural and/or diverse games.

d. Identifies the characteristics of physical activity that brings enjoyment.
Examples:
- Expresses a feeling of accomplishment for meeting a personal goal.
- Displays excitement for achieving an improvement in the mile run.

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SIXTH GRADE

PE6.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Motor skills are combined and used in specific game and performance situations. The student will refine and vary skills learned in the elementary years, using them to participate in the small-sided games, dance, or individual activities. The following activities are suggested for sixth grade:

Invasion	Net/ Wall	Field	Target	Dance/ Rhythms	Outdoor	Fitness	Individual
Lacrosse Ultimate Frisbee Soccer	Pickle ball	Whiffle ball	Bowling Bocce ball Disc golf	Juggling Jump rope Line dancing Square/Folk dance	Aquatics Cycling Hiking	Tae Bo Yoga Pilates	Tumbling

a. **Performs complex movement patterns used in small-sided game situations.**
Examples:
- Moves to open space to receive a pass from a teammate during an invasion game.
- Properly positions self in a pickle ball game to strike the ball in a manner that places it away from their opponent.

b. **Performs specialized manipulative skills in an applied setting to include throwing and catching.**
Examples:
- Throws and catches using a lacrosse stick with accuracy and control.
- Throws a disc with accuracy to land in the basket during disc golf.

c. **Performs advanced rhythm sequences that combine movement, complex concepts and skills.**
Examples:
- Designs and performs a jump rope routine that includes a variety of forward and backward jumps.
- Performs a sequence of Pilates movements to increase flexibility.

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SIXTH GRADE

PE6.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and movement skills are more automatic. They are able to demonstrate basic concepts of strategies in game play and perform basic rhythmic patterns.

Elements:

a. **Identifies concepts that apply to the movement and sports skills being practiced.**
Examples:
- Identifies proper warm-up and cool-down techniques and reasons for using them.
- Throws a softball different distances using varied trajectories and amounts of force.

b. **Knows the difference between massed and distributed practice and the advantages of each.**
Examples:
- Maintains a log of practice attempts for throwing a softball at a target and;
- Compares and/or contrasts differences in successful throws from first attempts to last attempts.
- Practices a table tennis serve multiple times against a wall to perfect top and back spin.

c. **Describes basic strategies for offense and defense in small sided game play.**
Examples:
- Explains defensive position in relationship to the offensive player while playing defense in basketball.
- Describes a "give and go" in soccer to attempt an open shot on goal.

d. **Identifies steps correctly to perform a rhythmic pattern.**
Examples:
- Performs a folk or line dance.
- Designs a Tae Bo routine.

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SIXTH GRADE

PE6.3: Participates regularly in physical activity.

Description: Students participate in physical activities that provide important opportunities for challenges with the goal of voluntary participation outside of class. Physical activity choices are based on personal interests and the desire to maintain an active lifestyle.

Elements:

a. Identifies opportunities in school and community to be physically active.
Example:
- Completes a list of physical activities in which one can participate at school and outside the school setting.
- Lists intramural activities within the school and community recreational opportunities available for participation based on student's interest.
- Provides examples of or participates in a running club outside of school.

b. Participates in a variety of activities that result in a physically active lifestyle.
Example:
- Participates in school sponsored intramural activities. (i.e. jump rope, team handball, ultimate Frisbee).
- Goes cycling on a local bicycle trail.
- Students with disabilities participate in Special Olympics and/or Metro Miracle league.
- Regularly exercises at home or in a fitness center.
- Trains for a local 5K race.

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SIXTH GRADE

PE6.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Sixth grade students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years. Students are able to apply the components of fitness and explain how these relate to their overall fitness status. With teacher assistance, students are able to assess their personal fitness status and use information from fitness assessments to determine current levels of fitness and increase current levels of fitness. They participate in physical activities addressing each component of health-related fitness with the focus at this grade level being on flexibility. They will use this information to develop a plan to improve or maintain flexibility.

Elements:

a. **Participates in criterion-referenced fitness assessments (e.g. Fitnessgram) with close teacher guidance and supervision and identifies ways to improve flexibility.**
Examples:
- Compares criterion-referenced test scores to determine current fitness levels.
- Participates in pre and post criterion-referenced tests to measure improvement and increase current levels of fitness.

b. **Identifies the basic principles of training to improve physical fitness.**
Examples:
- Explains the importance of frequency while improving fitness.
- Explains why a muscle should be warm in order to improve flexibility.

c. **Participates in activities designed to improve or maintain flexibility.**
Examples:
- Participates in yoga classes to measure progress towards healthy fitness standards for flexibility.
- Demonstrates proper warm-up and cool-down techniques specific to class activities.

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SIXTH GRADE

PE6.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students identify the reasons for establishing rules, procedures, and etiquette that create a safe environment for various activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.

Elements:

a. Participates responsibly by following rules and making appropriate decisions.
Examples:
- Participates successfully within the rules of a small sided game.
- Works independently at a vigorous level during fitness stations.

b. Identifies and demonstrates safe practices in the physical education setting.
Examples:
- Voluntarily wears and uses appropriate safety gear.
- Takes responsibility for setting up and breaking down equipment.

c. Identifies the importance of etiquette in physical activity.
Examples:
- Takes a knee when a student injury is signaled.
- Waits for entire group to tee off before leaving the tee area.

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SIXTH GRADE

PE6.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership. They have the opportunities for continued personal growth in physical skill in their applied setting. Students recognize that all people do not enjoy the same activities.

Elements:

a. **Selects and evaluates physical activities to participate in for social interaction and continued personal growth.**
   Examples:
   - Participates in a yoga class to maintain/increase flexibility.
   - Walks the dog with a family member or friend for personal enjoyment.

b. **Analyzes the relationship between inactivity and cancer.**
   Examples:
   - Describe the impact of inactivity on breast and colon cancer.
   - Participates in "Relay-for-Life' or other community activity increasing cancer awareness.

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SEVENTH GRADE

PE7.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: The seventh grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies. The following activities are suggested for seventh grade:

Invasion	Net/ Wall	Field	Target	Dance/ Rhythms	Outdoor	Fitness	Individual
Rugby Soccer Basketball	Badminton	Softball	Angle Ball	Line Dancing Jump Rope	Orienteering Angling	Inline skating Aerobic dance	Track and Field

a. Performs specialized manipulative skills in an applied setting to include striking and kicking.

Examples:

- Places the soccer ball in the top corner of the net to avoid the goalkeeper during a game.
- Executes a variety of shots to place the shuttlecock away from the opponent during a badminton game.

b. Creates rhythm sequences that combine complex movement concepts and skills.

Examples:

- Designs and performs gymnastics or rhythmic sequences that combine traveling, rolling, balancing, and weight transfer.
- Applies movement patterns during inline skating to create changes in direction, speed, and flow.

c. Performs a movement sequence in a physical activity or game.

Examples:

- Dribbles a basketball to the basket and performs a lay-up.
- Combines forward and lateral movement to execute throws during an angle ball game.

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SEVENTH GRADE

PE7.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and predict trajectories of projectiles. They can apply basic strategies in various types of games. They use information from a variety of sources, both internal and external to guide, improve, and modify performance.

Elements:

a. **Explores basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are important in sports activities.**
Examples:
- Throws a ball for distance using the most appropriate trajectory (path of object).
- Observes differences in distance/force when using striking implements of varied lengths.

b. **Identifies and predicts the open person concept in team sports activities.**
Examples:
- Delivers a bounce pass to open teammate after the teammate executes a pick and roll in basketball.
- Delivers a pass ahead of a moving teammate.

c. **Describes and demonstrates the difference between person to person and zone defenses in invasion games.**
Examples:
- Moves into proper position to guard an opponent using a person to person defense in a basketball game.
- Explains various movement patterns into open areas to receive a pass or score against various defenses.

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SEVENTH GRADE

PE7.3: Participates regularly in physical activity.

Description: Students have an increased awareness of opportunities for activity and enjoyment in voluntary participation. Understanding the connection between physical activity and wellness is enhanced. Students identify resources in the community that facilitate attainment of individual lifestyle goals and personal choice behavior.

Elements:

a. **Accumulates recommended amount of physical activity daily in and outside of the physical education setting on a regular basis.**
Examples:
- Logs at least 60 minutes per day on a seven-day period activity log or calendar.
- Uses a pedometer to record 10,000 steps daily.

b. **Identifies places in the community where the activities and sports learned in class can be played and enjoyed.**
Examples:
- Identifies parks, bike trails, pathways, and other available means for achieving and maintaining an active lifestyle.
- Joins a community youth soccer league.

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SEVENTH GRADE

PE7.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Seventh grade students should be able to participate in moderate to vigorous physical activity in a variety of settings. They participate in physical activities addressing each component of health-related fitness while focusing on cardio respiratory endurance. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. They will use this information to develop a plan to improve or maintain cardio respiratory fitness. They can assess their own heart rate, breathing rate perceived exertion, and recovery rate during and following physical activity

Elements:

a. **Uses results from a criterion-referenced fitness assessment (e.g. Fitnessgram) to monitor improvement.**
Examples:
- Completes a cardio respiratory, flexibility, and muscular fitness assessment from the criterion-referenced test.
- Compares their scores from a fitness assessment to healthy standards provided by the teacher and targets areas needing improvement.

b. **With teacher assistance, student develops a plan for improving cardio-respiratory endurance**.
Examples:
- Sets realistic personal goals for improving cardio-respiratory endurance based on their fitness scores.
- Develops a training program that will lead to safe participation in a day long hike.

c. **Assesses physiological indicators of exercise during and after physical activity designed to improve or maintain cardiorespiratory endurance.**
Examples:
- Keeps a record of heart rate before, during, and after vigorous physical activity.
- Engages in physical activity at the target heart rate for a minimum of 20 minutes.

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SEVENTH GRADE

PE7.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize the role of physical activity in respecting diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.

Elements:

a. **Demonstrates cooperation with peers of different gender, race, ethnicity, and/or ability in a physical activity setting.**
Examples:
- Seeks out, participates with, and shows respect for peers with differences in ability during a small-sided game.
- Applies sensitivity to the rights and feelings of others to resolve interpersonal conflict during physical activity.

b. **Remains on task without close supervision.**
Examples:
- Practices task during allotted time.
- Self officiates a badminton game.

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SEVENTH GRADE

PE 7.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students recognize and appreciate the intrinsic values of developing higher physical skills as a means for promoting self-esteem and self-expression as well as physical health. Self confidence is gained through participation in new challenging activities that decreases personal insecurity.

Elements:

a. **Participates in health enhancing activities for personal challenge.**
Examples:
- Participates regularly in physical activity to meet personal goals.
- Joins a soccer team or an after school running club.

b. **Willingly tries new activities.**
Examples:
- Joins a team or tries a new activity for personal enjoyment.
- Learns to inline skate.

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EIGHTH GRADE

PE8.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Description: Students will demonstrate the ability to use mature forms for the basic skills and tactics in six of the eight categories listed below by the end of grade 8 using activities that have been taught during sixth and seventh grades as well as the activities suggested for eighth grade. The following activities are suggested for eighth grade:

Invasion	**Net/ Wall**	**Field**	**Target**	**Dance/ Rhythms**	**Outdoor**	**Fitness**	**Individual**
Flag football Team handball Speedball	Volleyball	Softball Cricket	Golf	Hip Hop Contemporary	Canoeing Camping Ropes/Climbing	Weight training Step Aerobics	Track and Field

a. Performs specialized manipulative skills in an applied setting to include dribbling and passing.

Examples:

- Dribbles a ball during speedball while preventing an opponent from stealing the ball.
- Performs a bounce pass during a small-sided basketball game to get the ball around an opponent.

b. Performs movement skills in complex activity settings.

Examples:

- Places the ball away from opponent during a rally in a net game and returns to ready position.
- Creates a step aerobics routine combining a variety of movement patterns.

c. Demonstrates use of tactics in small-sided games.

Examples:

- As an infield softball player, moves in closer when the bases are loaded.
- Chooses the appropriate club for strokes of varied distances during a golf unit.

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EIGHTH GRADE

PE8.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students exhibit an increasingly complex discipline-specific knowledge of biomechanics and movement skills. They understand and apply movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play.

Elements:

a. Identifies movement and strategies necessary for skilled physical performance.
Examples:
- Diagrams expected ball rebound angles for three different shots in racquetball.
- Explains a strategy for advancing a runner in softball.
- Describes the biomechanical reason for stepping in opposition when throwing overhand.

b. Identifies key critical elements of complex motor skills.
Examples:
- Explains the critical element necessary to execute a successful cross in soccer.
- Lists three factors that contribute to a slice in a golf swing.

c. Analyzes an athlete's performance of a sports skill and provide suggestions for improving the performance.
Examples:
- Observes a team of elite volleyball players during game play and describes the movement skills that enable success in serving, passing, and spiking.
- Identifies errors in the performance of a golf swing and suggests appropriate changes.

d. Identifies and applies principles of practice and conditioning to enhance performance.
Examples:
- Describes conditioning concepts that will allow one to play for longer periods of time without fatigue.
- Practices the volleyball forearm pass in a stable or closed environment (e.g. against a wall or with a partner toss).

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e. Applies appropriate tactics and procedures to various movement forms.
Examples:

- Explains proper procedure to lead or follow a partner while dancing.
- Designs and performs a pass pattern in flag football.

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EIGHTH GRADE

PE8.3: Participates regularly in physical activity.

Description: Students begin to take ownership in the importance of maintaining a healthy lifestyle. They make independent decisions about their physical activities that enhance their lifelong health. They meet healthy guidelines by participating regularly in moderate to vigorous physical activities both in school and outside of school settings.

Elements:

a. **Participates daily for 60 minutes in physical activity of their choosing.**
Examples:
- Generates a list of activities that can be done at home which leads to a healthy lifestyle.
- Goes canoeing with friends.

b. **Identifies ways to increase levels of physical activity in daily routines.**
Examples:
- Helps build bike paths/fitness trails assessable to meet the needs of students with special needs.
- Walks the stairs instead of taking the elevator.
- Participates in activity based video games that require movement. (i.e. Wii fit game, Dance Revolution).

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EIGHTH GRADE

PE8.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Eighth grade students participate in moderate to vigorous physical activity on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, and cardio respiratory endurance. They can self-assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how these can be utilized in improving personal fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals. They will use this information to develop a plan to improve or maintain muscular strength and endurance.

Elements:

a. **Interprets results of criterion-referenced fitness assessments and develops a plan for reaching fitness goals.**
Examples:
- Uses dynabands to increase upper body strength.
- Develops a set of exercises using own body weight to increase strength.
- Develops an individualized physical activity program using results from fitness assessments, personal interests, and available resources.

b. **Applies basic principles of training to design and implement a program for maintaining or improving health-related muscular strength.**
Examples:
- Writes and implements a circuit weight training program designed to meet physical fitness goals.
- Applies threshold, overload, and specificity principles to create a plan to improve muscular fitness.

c. **Participates in muscular endurance activities for a sustained period of time.**
Examples:
- Participates continuously in a muscular endurance circuit for 30 minutes.
- Participates in an invasion game or aerobic dance class for 30 continuous minutes.

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EIGHTH GRADE

PE8.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules, and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

Elements:

a. **Demonstrates the ability to resolve conflicts in a physical activity setting.**
Examples:
- Handles conflict with others without confrontation during a disagreement in a volleyball game.
- Officiates games during sport education units.

b. **Assumes leadership roles to facilitate class management.**
Examples:
- Helps prepare activity area for class.
- Suggests ways to improve class safety.

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EIGHTH GRADE

PE8.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Description: Students realize their personal interests and are encouraged to participate accordingly to maximize the benefits of physical activities. (They participate in physical activities for challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills in their applied setting).

Elements:

a. **Recognizes the role of sport, games, and dance in modern culture.**
Examples:
- Attends an athletic event at a nearby college or university (e.g. basketball, volleyball, gymnastics).
- Demonstrates an understanding of the ways sport and dance influence American culture.

b. **Analyze the relationship between inactivity and obesity and diabetes type II.**
Examples:
- Describe the impact of inactivity and weight gain.
- Describe the relationship between inactivity and the onset of diabetes type II.

c. **Appreciates the aesthetic performance of self and others.**
Examples:
- Uses activity for self expression and writes a reflective essay about the beauty of athletic performance.
- Describes the benefits of a variety of activities.

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GPS Modern Languages

Modern Languages Level I

Course Description

The Level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture.

This course may be taught over two years (e.g., middle school programs), over one year (e.g., traditional high school programs), or during one semester (e.g., 4 x 4 block schedule). The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

Student Profile (Level I)

ACTFL Listening Proficiency Guidelines (Novice-High)

Listeners at the Novice-High level are able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. At this level, students may require repetition, rephrasing and/or a slowed rate of speech for comprehension.

ACTFL Speaking Proficiency Guidelines (Novice-Mid)

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

ACTFL Reading Proficiency Guidelines (Novice-High)

Readers at the Novice-High level have sufficient control of the writing system to interpret written language areas of practical need. Where vocabulary has been learned, they can read for instructional and directional purposes, standardized messages, phrases, and expressions, such as some items on menus, schedules, timetables, maps and signs. At times, but not on a consistent basis, the Novice-

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Georgia Performance Standards for Modern Languages Level I

High readers may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.

ACTFL Writing Proficiency Guidelines (Novice-Mid)

Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

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Georgia Performance Standards for Modern Languages Level I

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLI.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:

A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
B. Express likes, dislikes, emotions, agreement and disagreement.
C. Make simple requests.
D. Ask for clarification.
E. Give simple descriptions.
F. Comprehend basic directions.
G. Ask questions and provide responses based on topics such as self, family, school, etc.
H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLI.IP2 The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:

A. Initiate, participate in, and close a brief oral or written exchange.
B. Use formal and informal forms of address.
C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLI.INT1 The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:

A. Identify main ideas and some details when reading and listening.
B. Comprehend simple, culturally authentic announcements, messages, and advertisements.
C. Understand simple instructions, such as classroom procedures.
D. Demonstrate Novice-Mid proficiency in listening and reading comprehension.

MLI.INT2 The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:

A. Differentiate among statements, questions and exclamations.
B. Recognize basic gestures, body language, and intonation that clarify a message.

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Georgia Performance Standards for Modern Languages Level I

Presentational Mode of Communication (P)

MLI.P1 The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. The students:

A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
B. Give basic information about self and others including school, family, activities, etc.
C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLI.P2 The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs. The students:

A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material.
B. Demonstrate comprehension of rehearsed material.

II. Cultural Perspectives, Practices, and Products (CU)

MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:

A. Demonstrate knowledge of contributions of target culture(s) to civilization.
B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:

A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

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Georgia Performance Standards for Modern Languages Level I

MLI.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:

A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.
B. Demonstrate an awareness of elements of the students' own culture.

MLI.CCC3 The students compare basic elements of the target language to the English language. The students:

A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

MLI.CCC4 The students demonstrate an awareness of current events in the target culture(s). The students:

A. Give information regarding major current events of the target culture(s).
B. Understand the impact of current events of the target culture(s).

MLI.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:

A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.

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Georgia Performance Standards for Modern Languages Level I

Modern Languages Level I: Summary of Skills Developed

The following list is intended to guide instruction and to assist teachers with their planning by providing a one-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Level I. It is important to remember that typical Level I students will exhibit varying levels of proficiency.

Skills Developed in Level I

The students:

MLI.IP1A	Use basic greetings, farewells, and expressions of courtesy.
MLI.IP1B	Express like/dislike, emotions, and agreement/disagreement.
MLI.IP1C	Make simple requests.
MLI.IP1D	Ask for clarification.
MLI.IP1E	Give simple descriptions.
MLI.IP1F	Comprehend basic directions.
MLI.IP1G	Ask questions and provide responses based on suggested topics.
MLI.IP1H	Use sequenced information meaningfully.
MLI.IP2A	Initiate, participate in, and close a brief exchange.
MLI.IP2B	Use formal and informal forms of address.
MLI.IP2C	Demonstrate Novice-Mid proficiency in oral and written exchanges.
MLI.INT1A	Identify the main ideas and some details when reading and listening.
MLI.INT1B	Comprehend simple, culturally authentic reading materials.
MLI.INT1C	Understand simple instructions.
MLI.INT1D	Demonstrate Novice-Mid proficiency in listening, viewing and reading comprehension.
MLI.INT2A	Differentiate among statements, questions, and exclamations.
MLI.INT2B	Recognize basic non-verbal cues.
MLI.P1A	Present information from a variety of sources.
MLI.P1B	Give basic information about self and others using suggested topics.
MLI.P1C	Demonstrate Novice-Mid proficiency in oral and written presentations.
MLI.P2A	Demonstrate Novice-Mid proficiency when presenting rehearsed material.
MLI.P2B	Demonstrate comprehension of rehearsed material.
MLI.CU1A	Demonstrate knowledge of cultural contributions.
MLI.CU1B	Identify commonly held cultural viewpoints.
MLI.CU1C	Describe cultural customs and traditions.
MLI.CCC1A	Demonstrate basic geographical knowledge.
MLI.CCC1B	Apply previously learned skills from other subjects.
MLI.CCC1C	Identify examples of the target language in other subjects.
MLI.CCC1D	Relate content from other subjects as it relates to the target language.
MLI.CCC2A	Compare cultural patterns of behavior and interaction.
MLI.CCC2B	Demonstrate awareness of students' own cultures.
MLI.CCC3A	Recognize similarities/differences between target language and English.
MLI.CCC3B	Recognize basic sound distinctions and their effect on communication.
MLI.CCC4A	Give information about current events of target cultures.
MLI.CCC4B	Understand the impact of current events of target cultures.
MLI.CCC5A	Identify examples of target language and culture in media forms.
MLI.CCC5B	Identify community and Internet resources.

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Georgia Performance Standards for Modern Languages Level I

Modern Languages Level I: Suggested Topics

The following topics are strongly suggested for the Level I course. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Celebrations

Clothes

Colors

Customs and Etiquette

Family and Friends

Foods, Meals, and Restaurants

Geography

Homes

Numbers

Parts of the Body

School and Classroom Routine

Self

Sports and Leisure Time

Stores and Shopping

Time and Calendar

Weather

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Modern Languages Level II

Course Description

The Level II language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency.

Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content in order to reflect developmentally appropriate interests.

This course may be taught over two years (e.g., middle school programs), over one year (e.g., traditional high school programs), or during one semester (e.g., 4 x 4 block schedule). An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

Student Profile (Level II)

ACTFL Listening Proficiency Guidelines (Novice-High)

Listeners at the Novice-High level are able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. They can comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. At this level, students may require repetition, rephrasing and/or a slowed rate of speech for comprehension.

ACTFL Speaking Proficiency Guidelines (Novice-Mid)

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

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Georgia Performance Standards for Modern Languages Level II

ACTFL Reading Proficiency Guidelines (Novice-High)

Readers at the Novice-High level have sufficient control of the writing system to interpret written language areas of practical need. Where vocabulary has been learned, they can read for instructional and directional purposes, standardized messages, phrases, and expressions, such as some items on menus, schedules, timetables, maps and signs. At times, but not on a consistent basis, the Novice-High reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.

ACTFL Writing Proficiency Guidelines (Novice-Mid)

Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

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Georgia Performance Standards for Modern Languages Level II

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:

A. Express needs and preferences.
B. Express feelings and emotions.
C. Request help and clarification.
D. Give descriptions.
E. Give and follow directions and instructions.
F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.
G. Ask questions and provide responses about plans and events.

MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:

A. Initiate, participate in, and close an oral or written exchange.
B. Use simple paraphrasing to convey and comprehend messages.
C. Use gestures and body language to convey and comprehend messages.
D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLII.INT1 The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:

A. Identify main ideas and essential details when reading and listening.
B. Interpret culturally authentic materials and information.
C. Comprehend and follow oral and written instructions.
D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.

MLII.INT2 The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:

A. Differentiate among increasingly complex statements, questions, and exclamations.

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Georgia Performance Standards for Modern Languages Level II

B. Interpret basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:

A. Relate main ideas and essential details from level-appropriate print or non-print material.
B. Give brief, organized oral presentations, using visual and technological support as appropriate.
A. Write short, organized compositions, using visual and technological support as appropriate.
B. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLII.P2 The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:

A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
B. Demonstrate comprehension of material.

II. Cultural Perspectives, Practices, and Products (CU)

MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:

A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

III. Connections, Comparisons, and Communities (CCC)

MLII.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:

A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.

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Georgia Performance Standards for Modern Languages Level II

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:

A. Compare and contrast traditions, such as holidays, foods, and celebrations.
B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.

MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students:

A. Compare vocabulary usage and structural patterns of the target language with English.
B. Use level-appropriate idiomatic expressions in the target language.

MLII.CCC4 The students identify current events and issues in the target culture(s). The students:

A. Give information regarding major current events of the target culture(s).
B. Understand the impact of major current events on the target culture(s).

MLII.CCC5 The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:

A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.

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Georgia Performance Standards for Modern Languages Level II

Modern Languages Level II: Summary of Skills Developed

Typical Level II students will exhibit varying levels of proficiency. The following list is intended to guide instruction and to assist teachers with their planning by providing a two-page reference to the elements described in the Georgia Performance Standards for Modern Languages, Level II.

Skills developed in Level II

The students:

MLII.IP1A	Express needs and preferences.
MLII.IP1B	Express feelings and emotions.
MLII.IP1C	Request help and clarification.
MLII.IP1D	Give descriptions.
MLII.IP1E	Give and follow directions and instructions.
MLII.IP1F	Ask questions and provide responses based on topics such as self, others, and the immediate environment.
MLII.IP1G	Ask questions and provide responses about plans and events.
MLII.IP2A	Initiate, participate in, and close an oral or written exchange.
MLII.IP2B	Use simple paraphrasing to convey and comprehend messages.
MLII.IP2C	Use gestures and body language to convey and comprehend messages.
MLII.IP2D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLII.INT1A	Identify main ideas and essential details when reading and listening.
MLII.INT1B	Interpret culturally authentic materials and information.
MLII.INT1C	Comprehend and follow oral and written instructions.
MLII.INT1D	Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing, and reading comprehension.
MLII.INT2A	Differentiate among increasingly complex statements, questions, and exclamations.
MLII.INT2B	Interpret basic gestures, body language, and intonation that clarify a message.
MLII.P1A	Relate main ideas and essential details from level-appropriate print or non-print material.
MLII.P1B	Give brief, organized oral presentations, using visual and technological support as appropriate.
MLII.P1C	Write short, organized compositions, using visual and technological support as appropriate.
MLII.P1D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLII.P2A	Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
MLII.P2B	Demonstrate comprehension of material.
MLII.CU1A	Participate in real or simulated cultural events, such as family activities and holiday celebrations.
MLII.CU1B	Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.

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Georgia Performance Standards for Modern Languages Level II

MLII.CU1C	Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.
MLII.CCC1A	Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
MLII.CCC1B	Relate information acquired in other subjects discussed in the language class, such as use of the metric system.
MLII.CCC2A	Compare and contrast traditions, such as holidays, foods, and celebrations.
MLII.CCC2B	Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
MLII.CCC2C	Compare and contrast the geography of countries of the target language and the students' own country and discuss its impact on culture.
MLII.CCC3A	Compare vocabulary usage and structural patterns of the target language with English.
MLII.CCC3B	Use level-appropriate idiomatic expressions in the target language.
MLII.CCC4A	Give information regarding major current events of the target culture(s).
MLII.CCC4B	Understand the impact of major current events of the target culture(s).
MLII.CCC5A	Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
MLII.CCC5B	Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
MLII.CCC5C	Locate and use resources in the target language, such as individuals and organizations accessible through the community.

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Georgia Performance Standards for Modern Languages Level II

Modern Languages Level II: Suggested Topics

The following topics are strongly suggested for the Level II course. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

All Level I Topics

Buildings

Correspondence: Letters, E-mails, Invitations

Daily Routine

Directions

Health

Holidays

Money

Professions

Social Occasions

Telephone Communication and Courtesy

Travel and Transportation

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Georgia Performance Standards for Modern Languages Connections
Middle School Grades

Modern Languages Connections

Course Description

The Connections language course focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have no prior knowledge of the language and culture. Under no circumstances should a student who has had elementary foreign language for the equivalent of 30 minutes per day for five days per week for one year or more be allowed to take a Connections course unless it is in a different language than the one originally experienced.

This course may be taught over nine weeks (e.g., middle school programs). The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of the Connections language course, students will exhibit Novice-Low level proficiency in speaking, listening, and reading and possibly Novice-Mid level proficiency in writing (ACTFL Proficiency Guidelines, 1999).

Student Profile (Connections)

ACTFL Listening Proficiency Guidelines (Novice-Low)

The understanding of the student is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially there is no ability to comprehend even short utterances.

ACTFL Speaking Proficiency Guidelines (Novice-Low)

For speakers at the Novice-Low level, oral production consists of isolated words and perhaps a few high-frequency phrases. These speakers have virtually no functional communicative ability.

ACTFL Reading Proficiency Guidelines (Novice-Low)

The reader at the Novice-Low level is able to identify isolated words and/or major phrases occasionally, especially when they are strongly supported by context.

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Georgia Performance Standards for Modern Languages Connections
Middle School Grades

ACTFL Writing Proficiency Guidelines (Novice-Mid)

Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. There is little evidence of functional writing skills.

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLC.IP1 The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. The students:

A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
B. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

MLC.IP2 The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language. The students:

A. Initiate, participate in, and close a brief oral or written exchange.
B. Demonstrate Novice-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLC.INT1 The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. The students:

A. Identify main ideas and some details when reading and listening.
B. Understand simple instructions, such as classroom procedures.
C. Demonstrate Novice-Low proficiency in listening and reading comprehension.

MLC.INT2 The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. The students:

A. Differentiate among statements, questions and exclamations.
B. Recognize basic gestures and body language that clarify a message.

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Georgia Performance Standards for Modern Languages Connections
Middle School Grades

Presentational Mode of Communication (P)

MLC.P1 The students present information orally and in writing that contains a minimum of vocabulary, phrases, and patterns. The students:

A. Present information gathered from a variety of sources such as informal conversations, class presentations, readings, and media.
B. Give basic information about self and others including school, family, activities, etc.
C. Demonstrate Novice-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLC.P2 The students present brief, rehearsed material in the target language, such as dialogues, skits, and songs. The students:

A. Demonstrate Novice-Low proficiency in pronunciation and intonation when presenting rehearsed material.
B. Demonstrate comprehension of rehearsed material.

II. Cultural Perspectives, Practices, and Products (CU)

MLC.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:

A. Identify commonly held viewpoints of the cultures, such as those relating to time, school, family, holidays, etc.

III. Connections, Comparisons, and Communities (CCC)

MLC.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:

A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

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Georgia Performance Standards for Modern Languages Connections
Middle School Grades

MLC.CCC2 The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture. The students:

A. Compare patterns of behavior and interaction in the students' own culture with those of the target language.
B. Demonstrate an awareness of elements of the students' own culture.

MLC.CCC3 The students compare basic elements of the target language to the English language. The students:

A. Recognize similarities and differences in sound systems, writing systems, cognates, and gender.
B. Recognize basic sound distinctions and their effect on communicating meaning.

MLC.CCC4 The students demonstrate an awareness of current events in the target culture(s). The students:

A. Give information regarding a major current event of the target culture(s).
B. Understand the impact of current events of the target culture(s).

MLC.CCC5 The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes. The students:

A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.

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Georgia Performance Standards for Modern Languages Connections
Middle School Grades

Modern Languages Connections: Summary of Skills Developed

The following list is intended to guide instruction and to assist teachers with their planning by providing a one-page reference to the elements described in the Georgia Performance Standards for Modern Languages Connections. It is important to remember that typical Connections students will exhibit varying levels of proficiency.

Skills Developed in Connections

The students:

MLC.IP1A	Use basic greetings, farewells, and expressions of courtesy.
MLC.IP1B	Use sequenced information meaningfully.
MLC.IP2A	Initiate, participate in, and close a brief exchange.
MLC.IP2C	Demonstrate Novice-Low proficiency in oral and written exchanges.
MLC.INT1A	Identify the main ideas and some details when reading and listening.
MLC.INT1B	Understand simple instructions.
MLC.INT1C	Demonstrate Novice-Low proficiency in listening, viewing and reading comprehension.
MLC.INT2A	Differentiate among statements, questions, and exclamations.
MLC.INT2B	Recognize basic non-verbal cues.
MLC.P1A	Present information from a variety of sources.
MLC.P1B	Give basic information about self and others using suggested topics.
MLC.P1C	Demonstrate Novice-Low proficiency in oral and written presentations.
MLC.P2A	Demonstrate Novice-Low proficiency when presenting rehearsed material.
MLC.P2B	Demonstrate comprehension of rehearsed material.
MLC.CU1A	Identify commonly held cultural viewpoints.
MLC.CU1B	Describe some cultural customs and traditions.
MLC.CCC1A	Demonstrate basic geographical knowledge.
MLC.CCC1B	Apply previously learned skills from other subjects.
MLC.CCC1C	Identify examples of the target language in other subjects.
MLC.CCC1D	Relate content from other subjects as it relates to the target language.
MLC.CCC2A	Compare cultural patterns of behavior and interaction.
MLC.CCC2B	Demonstrate awareness of students' own cultures.
MLC.CCC3A	Recognize similarities/differences between target language and English.
MLC.CCC3B	Recognize basic sound distinctions and their effect on communication.
MLC.CCC4A	Give information about current events of target cultures.
MLC.CCC4B	Understand the impact of current events of target cultures.
MLC.CCC5A	Identify examples of target language and culture in media forms.
MLC.CCC5B	Identify community and Internet resources.

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Georgia Performance Standards for Modern Languages Connections
Middle School Grades

Modern Languages Connections: Suggested Topics

The following topics are strongly suggested for the Connections course. These topics should be combined into coherent thematic units and taught in context. The GPS for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Celebrations

Colors

Family and Friends

Geography

Numbers

School and Classroom Routine

Self

Time and Calendar

Weather

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Project Lead The Way

Showing Results for:
Course: Gateway To Technology
Units: 1
Lessons: L1.1, L1.2, L1.3, L1.4 & L1.5
Common Core State Standards for English Language Arts, Standards for Technological Literacy, Next Generation Science Standards & Common Core State Standards for Mathematical Practice (6-8)

Common Core State Standards for English Language Arts

Lesson 1.1 - What is Engineering?

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of

reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 1.2 - Design Process

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 1.3 - Measurement

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 1.4 - Sketching and Dimensioning

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical,

connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 1.5 - Designing for Production

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)
10. Read and comprehend complex literary and informational texts independently and proficiently. (AS.R.10)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with

diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Lesson 1.1 - What is Engineering?

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

9-12

L. Inventions and innovations are the results of the specific, goal-directed research. (1.9-12.L)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

9-12

G. Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function. (3.9-12.G)
H. Technological innovation often results when ideas, knowledge, or skills are shared within a technology, among technologies, or across other fields. (3.9-12.H)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
F. The development and use of technology poses ethical issues. (4.6-8.F)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

9-12

H. Changes caused by the use of technology can range from gradual to rapid and from subtle to obvious. (4.9-12.H)
I. Making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects. (4.9-12.I)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)

Lesson 1.2 - Design Process

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)

Lesson 1.3 - Measurement

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)

Students will develop an understanding of the influence of technology on history.

6-8

D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)
E. The design and construction of structures for service or convenience have evolved from the development of techniques for measurement, controlling systems, and the understanding of spatial relationships. (7.6-8-E)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)

Lesson 1.4 - Sketching and Dimensioning

Students will develop the abilities to apply the design process.

6-8

J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

Lesson 1.5 - Designing for Production

Students will develop an understanding of the attributes of design.

6-8

G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

9-12

I. Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace. (10.9-12.I)
J. Technological problems must be researched before they can be solved. (10.9-12.J)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
J. Use computers and calculators in various applications. (12.6-8.J)

9-12

L. Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques. (12.9-12.L)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

H. Information and communication systems allow information to be transferred from human to human, human to machine, and machine to human. (17.6-8.H)
K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Next Generation Science Standards

Lesson 1.1 - What is Engineering?

Lesson 1.2 - Design Process

Middle School

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts

on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)

Lesson 1.3 - Measurement

Lesson 1.4 - Sketching and Dimensioning

Lesson 1.5 - Designing for Production

Middle School

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Common Core State Standards for Mathematical Practice (6-8)

Lesson 1.1 - What is Engineering?

Lesson 1.2 - Design Process

Lesson 1.3 - Measurement

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

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. (6.RP.A.3)
3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6.RP.A.3d)

Lesson 1.4 - Sketching and Dimensioning

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

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. (6.RP.A.3)
3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6.RP.A.3d)

Grade 7

Ratios and Proportional Relationships
-Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. (7.RP.A.1)

The Number System
-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (7.NS.A.1)
1.b. 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). Interpret sums of rational numbers by describing real-world contexts. (7.NS.A.1b)
3. Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.A.3)

Geometry
-Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.A.1)
2. Draw (freehand, with 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. (7.G.A.2)

Grade 8

Geometry
-Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations: (8.G.A.1)
1.a. Lines are taken to lines, and line segments to line segments of the same length. (8.G.A.1a)
1.c. Parallel lines are taken to parallel lines. (8.G.A.1c)

Lesson 1.5 - Designing for Production

Grade 6

The Number System
-Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6.NS.C.5)
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6.NS.C.6)
6.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. (6.NS.C.6a)
6.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. (6.NS.C.6b)
6.c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. (6.NS.C.6c)
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6.NS.C.8)

Geometry
-Solve real-world and mathematical problems involving area, surface area, and volume.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.A.3)
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving

real-world and mathematical problems. (6.G.A.4)

Grade 7

Geometry
-Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.A.1)
2. Draw (freehand, with 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. (7.G.A.2)
3. Describe the two-dimensional figures that result from slicing threedimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. (7.G.A.3)

-Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (7.G.B.4)
6. 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. (7.G.B.6)

Grade 8

Geometry
-Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations: (8.G.A.1)
1.a. Lines are taken to lines, and line segments to line segments of the same length. (8.G.A.1a)
1.b. Angles are taken to angles of the same measure. (8.G.A.1b)
1.c. Parallel lines are taken to parallel lines. (8.G.A.1c)
2. 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 the congruence between them. (8.G.A.2)
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (8.G.A.3)
4. 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 twodimensional figures, describe a sequence that exhibits the similarity between them. (8.G.A.4)

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Showing Results for:
Course: Gateway To Technology
Units: 2
Lessons: L2.1, L2.2 & L2.3
Common Core State Standards for English Language Arts, Standards for Technological Literacy, Next Generation Science Standards & Common Core State Standards for Mathematical Practice (6-8)

Common Core State Standards for English Language Arts

Lesson 2.1 - What is Automation and Robotics?

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and

audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 2.2 - Mechanical Systems

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
10. Read and comprehend complex literary and informational texts independently and proficiently. (AS.R.10)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 2.3 - Automated Systems

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Lesson 2.1 - What is Automation and Robotics?

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

9-12

M. Most development of technologies these days is driven by the profit motive and the market. (1.9-12.M)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and

systems can result in desirable or undesirable consequences. (4.6-8.E)
F. The development and use of technology poses ethical issues. (4.6-8.F)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
J. Use computers and calculators in various applications. (12.6-8.J)

Lesson 2.2 - Mechanical Systems

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)

Students will develop an understanding of the relationships among technologies and the

connections between technology and other fields of study.

6-8

E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)

Students will develop an understanding of and be able to select and use energy and power technologies.

6-8

E. Energy is the capacity to do work. (16.6-8.E)
F. Energy can be used to do work, using many processes. (16.6-8.F)
G. Power is the rate at which energy is converted from one form to another or transferred from one place to another, or the rate at which work is done. (16.6-8.G)

Lesson 2.3 - Automated Systems

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
O. An open-loop system has no feedback path and requires human intervention, while a closed-loop system uses feedback. (2.6-8.O)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)
V. Controls are mechanisms or particular steps that people perform using information about the system that causes systems to change. (2.6-8.V)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)

I. Use tools, materials, and machines safely to diagnose, adjust, and repair systems. (12.6-8.I)
J. Use computers and calculators in various applications. (12.6-8.J)
K. Operate and maintain systems in order to achieve a given purpose. (12.6-8.K)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

H. Information and communication systems allow information to be transferred from human to human, human to machine, and machine to human. (17.6-8.H)
K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

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Next Generation Science Standards

Lesson 2.1 - What is Automation and Robotics?

Middle School

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)

Lesson 2.2 - Mechanical Systems

Middle School

Energy

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. (MS.PS3.1)
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (MS.PS3.2)
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS.PS3.4)
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy

of an object changes, energy is transferred to or from the object. (MS.PS3.5)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

Lesson 2.3 - Automated Systems

Middle School

Energy

MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (MS.PS3.2)
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS.PS3.4)
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS.PS3.5)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Common Core State Standards for Mathematical Practice (6-8)

Lesson 2.1 - What is Automation and Robotics?

Lesson 2.2 - Mechanical Systems

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (6.RP.A.2)
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. (6.RP.A.3)
3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6.RP.A.3d)

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)
2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. (6.EE.A.2a)

-Reason about and solve one-variable equations and inequalities.

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6.EE.B.6)

Grade 7

Ratios and Proportional Relationships
-Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. (7.RP.A.1)
2. Recognize and represent proportional relationships between quantities. (7.RP.A.2)

Expressions and Equations

-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3)

Lesson 2.3 - Automated Systems

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (6.RP.A.1)
2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (6.RP.A.2)
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. (6.RP.A.3)
3.d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6.RP.A.3d)

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Showing Results for:
Course: Gateway To Technology
Units: 3
Lessons: L3.1, L3.2 & L3.3
Common Core State Standards for English Language Arts, Standards for Technological Literacy, Next Generation Science Standards & Common Core State Standards for Mathematical Practice (6-8)

Common Core State Standards for English Language Arts

Lesson 3.1 - Investigating Energy

Reading

Key Ideas and Details

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 3.2 - Sustainable Energy

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (AS.R.2)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases

sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 3.3 - Making an Impact

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Lesson 3.1 - Investigating Energy

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)
I. Corporations can often create demand for a product by bringing it onto the market and advertising it. (1.6-8.I)

Students will develop an understanding of the core concepts of technology.

6-8

N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

9-12

G. Technology transfer occurs when a new user applies an existing innovation developed for one

purpose in a different function. (3.9-12.G)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
E. Technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. (5.6-8.E)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

G. Humans can devise technologies to conserve water, soil, and energy through such techniques as reusing, reducing, and recycling. (5.9-12.G)
H. When new technologies are developed to reduce the use of resources, considerations of trade-offs are important. (5.9-12.H)
I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)
J. The alignment of technological processes with natural processes maximizes performance and reduces negative impacts on the environment. (5.9-12.J)
K. Humans devise technologies to reduce the negative consequences of other technologies. (5.9-12.K)
L. Decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment. (5.9-12.L)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)
G. Meeting societal expectations is the driving force behind the acceptance and use of products and systems. (6.6-8.G)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.

(9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
I. Use tools, materials, and machines safely to diagnose, adjust, and repair systems. (12.6-8.I)
J. Use computers and calculators in various applications. (12.6-8.J)
K. Operate and maintain systems in order to achieve a given purpose. (12.6-8.K)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)
G. Use data collected to analyze and interpret trends in order to identify the positive and negative effects of a technology. (13.6-8.G)
H. Identify trends and monitor potential consequences of technological development. (13.6-8.H)
I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Students will develop an understanding of and be able to select and use energy and power technologies.

6-8

E. Energy is the capacity to do work. (16.6-8.E)
F. Energy can be used to do work, using many processes. (16.6-8.F)
G. Power is the rate at which energy is converted from one form to another or transferred from one place to another, or the rate at which work is done. (16.6-8.G)
H. Power systems are used to drive and provide propulsion to other technological products and systems. (16.6-8.H)
I. Much of the energy used in our environment is not used efficiently. (16.6-8.I)

9-12

J. Energy cannot be created nor destroyed; however, it can be converted from one form to another. (16.9-12.J)
K. Energy can be grouped into major forms: thermal, radiant, electrical, mechanical, chemical, nuclear, and others. (16.9-12.K)
L. It is impossible to build an engine to perform work that does not exhaust thermal energy to the surroundings. (16.9-12.L)
M. Energy resources can be renewable or nonrenewable. (16.9-12.M)
N. Power systems must have a source of energy, a process, and loads. (16.9-12.N)

Lesson 3.2 - Sustainable Energy

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)
I. Corporations can often create demand for a product by bringing it onto the market and advertising it. (1.6-8.I)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
E. Technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. (5.6-8.E)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

H. When new technologies are developed to reduce the use of resources, considerations of trade-offs are important. (5.9-12.H)
I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)
J. The alignment of technological processes with natural processes maximizes performance and reduces negative impacts on the environment. (5.9-12.J)
K. Humans devise technologies to reduce the negative consequences of other technologies. (5.9-12.K)
L. Decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment. (5.9-12.L)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)

F. Social and cultural priorities and values are reflected in technological devices. (6.6-8.F)
G. Meeting societal expectations is the driving force behind the acceptance and use of products and systems. (6.6-8.G)

9-12

H. Different cultures develop their own technologies to satisfy their individual and shared needs, wants, and values. (6.9-12.H)
I. The decision whether to develop a technology is influenced by societal opinions and demands, in addition to corporate cultures. (6.9-12.I)
J. A number of different factors, such as advertising, the strength of the economy, the goals of a company, and the latest fads contribute to shaping the design of and demand for various technologies. (6.9-12.J)

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)

9-12

G. Most technological development has been evolutionary, the result of a series of refinements to a basic invention. (7.9-12.G)
H. The evolution of civilization has been directly affected by, and has in turn affected, the development and use of tools and materials. (7.9-12.H)
I. Throughout history, technology has been a powerful force in reshaping the social, cultural, political, and economic landscape. (7.9-12.I)
J. Early in the history of technology, the development of many tools and machines was based not on scientific knowledge but on technological know-how. (7.9-12.J)
N. The Industrial Revolution saw the development of continuous manufacturing, sophisticated transportation and communication systems, advanced construction practices, and improved education and leisure time. (7.9-12.N)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating

ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
I. Use tools, materials, and machines safely to diagnose, adjust, and repair systems. (12.6-8.I)
J. Use computers and calculators in various applications. (12.6-8.J)
K. Operate and maintain systems in order to achieve a given purpose. (12.6-8.K)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)
G. Use data collected to analyze and interpret trends in order to identify the positive and negative effects of a technology. (13.6-8.G)
H. Identify trends and monitor potential consequences of technological development. (13.6-8.H)
I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

6-8

G. A wide range of specialized equipment and practices is used to improve the production of food, fiber, fuel, and other useful products and in the care of animals. (15.6-8.G)

Students will develop an understanding of and be able to select and use energy and power technologies.

6-8

I. Much of the energy used in our environment is not used efficiently. (16.6-8.I)

9-12

J. Energy cannot be created nor destroyed; however, it can be converted from one form to another. (16.9-12.J)
M. Energy resources can be renewable or nonrenewable. (16.9-12.M)

Lesson 3.3 - Making an Impact

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)
T. Different technologies involve different sets of processes. (2.6-8.T)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)
F. The development and use of technology poses ethical issues. (4.6-8.F)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
E. Technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. (5.6-8.E)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

G. Humans can devise technologies to conserve water, soil, and energy through such techniques as reusing, reducing, and recycling. (5.9-12.G)
H. When new technologies are developed to reduce the use of resources, considerations of trade-offs are important. (5.9-12.H)
I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)
J. The alignment of technological processes with natural processes maximizes performance and reduces negative impacts on the environment. (5.9-12.J)
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9-12

J. Energy cannot be created nor destroyed; however, it can be converted from one form to another. (16.9-12.J)

Students will develop an understanding of and be able to select and use manufacturing technologies.

6-8

F. Manufacturing systems use mechanical processes that change the form of materials through the processes of separating, forming, combining, and conditioning them. (19.6-8.F)
G. Manufactured goods may be classified as durable and non-durable. (19.6-8.G)
H. The manufacturing process includes the designing, development, making, and servicing of products and systems. (19.6-8.H)
J. Materials must first be located before they can be extracted from the earth through such processes as harvesting, drilling, and mining. (19.6-8.J)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Next Generation Science Standards

Lesson 3.1 - Investigating Energy

Middle School

Matter and Its Interactions

MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS.PS1.3)

Energy

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. (MS.PS3.1)
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS.PS3.5)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

Lesson 3.2 - Sustainable Energy

Middle School

Energy

MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. (MS.PS3.1)

Earth and Human Activity

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human

impact on the environment.* (MS.ESS3.3)
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per.capita consumption of natural resources impact Earth's systems. (MS.ESS3.4)
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (MS.ESS3.5)

Engineering Design

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High School

Engineering Design

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (HS.ETS1.1)
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)

Lesson 3.3 - Making an Impact

Middle School

Matter and Its Interactions

MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. (MS.PS1.4)

Energy

MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* (MS.PS3.3)
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS.PS3.4)

Earth and Human Activity

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (MS.ESS3.3)
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per.capita consumption of natural resources impact Earth's systems. (MS.ESS3.4)
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (MS.ESS3.5)

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Common Core State Standards for Mathematical Practice (6-8)

Lesson 3.1 - Investigating Energy

Grade 6

The Number System
-Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm. (6.NS.B.2)
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)
2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. (6.EE.A.2a)
2.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. (6.EE.A.2b)

-Reason about and solve one-variable equations and inequalities.

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6.EE.B.6)
7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. (6.EE.B.7)

-Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. (6.EE.C.9)

Grade 7

The Number System
-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.A.2)
2.c. Apply properties of operations as strategies to multiply and divide rational numbers. (7.NS.A.2c)
3. Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.A.3)

Expressions and Equations
-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply

properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3)
4. 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. (7.EE.B.4)
4.a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? (7.EE.B.4a)

Grade 8

Functions
-Use functions to model relationships between quantities.

5. 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. (8.F.B.5)

Lesson 3.2 - Sustainable Energy

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

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. (6.RP.A.3)
3.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problem (6.RP.A.3c)

The Number System
-Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3)/(3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) /(3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b)/(c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? (6.NS.A.1)

Statistics and Probability

-Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. (6.SP.A.1)
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (6.SP.A.2)

Grade 7

Ratios and Proportional Relationships
-Analyze proportional relationships and use them to solve real-world and mathematical problems.

2. Recognize and represent proportional relationships between quantities. (7.RP.A.2)

Lesson 3.3 - Making an Impact

Grade 6

The Number System
-Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3)/(3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) /(3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b)/(c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? (6.NS.A.1)

-Compute fluently with multi-digit numbers and find common factors and multiples.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3) [OPTIONAL]

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)
2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. (6.EE.A.2a)

-Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered

pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. (6.EE.C.9)

Grade 7

The Number System

-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.A.2)
3. Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.A.3)

Expressions and Equations

-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3)
4. 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. (7.EE.B.4)
4.a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? (7.EE.B.4a)

Statistics and Probability

-Use random sampling to draw inferences about a population.

2. 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. (7.SP.A.2)

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Common Core State Standards for English Language Arts, Standards for Technological Literacy, Next Generation Science Standards & Common Core State Standards for Mathematical Practice (6-8)

Common Core State Standards for English Language Arts

Lesson 4.1 - History of Flight and Space

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 4.2 - Aeronautics

Reading

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 4.3 - Traveling and Living in Space

Reading

Key Ideas and Details

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
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Standards for Technological Literacy

Lesson 4.1 - History of Flight and Space

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)

9-12

G. Most technological development has been evolutionary, the result of a series of refinements to a basic invention. (7.9-12.G)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop the abilities to apply the design process.

6-8

K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

H. Information and communication systems allow information to be transferred from human to human, human to machine, and machine to human. (17.6-8.H)
I. Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination. (17.6-8.I)
J. The design of a message is influenced by such factors as intended audience, medium, purpose, and the nature of the message. (17.6-8.J)
K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

Lesson 4.2 - Aeronautics

Students will develop an understanding of the core concepts of technology.

6-8

N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)

Students will develop an understanding of and be able to select and use transportation technologies.

6-8

H. Governmental regulations often influence the design and operation of transportation systems. (18.6-8.H)

9-12

L. Transportation services and methods have led to a population that is regularly on the move. (18-9-12.L)
M. The design of intelligent and non-intelligent transportation systems depends on many processes and innovative techniques. (18-9-12.M)

Lesson 4.3 - Traveling and Living in Space

Students will develop an understanding of the core concepts of technology.

6-8

N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
V. Controls are mechanisms or particular steps that people perform using information about the system that causes systems to change. (2.6-8.V)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)
F. Social and cultural priorities and values are reflected in technological devices. (6.6-8.F)

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
J. Use computers and calculators in various applications. (12.6-8.J)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)
I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Students will develop an understanding of and be able to select and use transportation technologies.

6-8

G. Transportation vehicles are made up of subsystems, such as structural propulsion, suspension, guidance, control, and support, that must function together for a system to work effectively. (18.6-8.G)
H. Governmental regulations often influence the design and operation of transportation systems.

(18.6-8.H)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

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Next Generation Science Standards

Lesson 4.1 - History of Flight and Space

Middle School

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)

Lesson 4.2 - Aeronautics

Middle School

Motion and Stability: Forces and Interactions

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* (MS.PS2.1)
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (MS.PS2.2)
MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects (MS.PS2.4)

Energy

MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS.PS3.4)
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS.PS3.5)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

Lesson 4.3 - Traveling and Living in Space

Middle School

Motion and Stability: Forces and Interactions

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* (MS.PS2.1)

Earth's Place in the Universe

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS.ESS1.2)

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

High School

Engineering Design

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

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Common Core State Standards for Mathematical Practice (6-8)

Lesson 4.1 - History of Flight and Space

Lesson 4.2 - Aeronautics

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (6.RP.A.1)
2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (6.RP.A.2)
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. (6.RP.A.3)
3.b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? (6.RP.A.3b)

The Number System
-Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3)/(3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) /(3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b)/(c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? (6.NS.A.1)

-Compute fluently with multi-digit numbers and find common factors and multiples.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)
2.a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. (6.EE.A.2a)

-Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. (6.EE.C.9)

Grade 7

Ratios and Proportional Relationships
-Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. (7.RP.A.1)
2. Recognize and represent proportional relationships between quantities. (7.RP.A.2)
2.c. 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. (7.RP.A.2c)

The Number System
-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.A.2)
2.a. 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. (7.NS.A.2a)

Expressions and Equations
-Use properties of operations to generate equivalent expressions.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." (7.EE.A.2)

-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. 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. (7.EE.B.4)

4.a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? (7.EE.B.4a)

Lesson 4.3 - Traveling and Living in Space

Grade 6

The Number System
-Compute fluently with multi-digit numbers and find common factors and multiples.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3) [OPTIONAL]

Grade 7

Expressions and Equations
-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3) [OPTIONAL]

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Common Core State Standards for English Language Arts, Standards for Technological Literacy, Next Generation Science Standards & Common Core State Standards for Mathematical Practice (6-8)

Common Core State Standards for English Language Arts

Lesson 5.1 - Applied Chemistry

Reading

Key Ideas and Details

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression. (AS.L.6)

Lesson 5.2 - Nanotechnology

Reading

Key Ideas and Details

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 5.3 - Applied Physics

Reading

Key Ideas and Details

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Lesson 5.1 - Applied Chemistry

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)

R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
E. Technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. (5.6-8.E)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)
G. Meeting societal expectations is the driving force behind the acceptance and use of products and systems. (6.6-8.G)

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)
G. Use data collected to analyze and interpret trends in order to identify the positive and negative effects of a technology. (13.6-8.G)
I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

6-8

F. Technological advances in agriculture directly affect the time and number of people required to produce food for a large population. (15.6-8.F)
G. A wide range of specialized equipment and practices is used to improve the production of food, fiber, fuel, and other useful products and in the care of animals. (15.6-8.G)
I. Artificial ecosystems are human-made complexes that replicate some aspects of the natural environment. (15.6-8.I)
J. The development of refrigeration, freezing, dehydration, preservation, and irradiation provide long-term storage of food and reduce the health risks caused by tainted food. (15.6-8.J)

Lesson 5.2 - Nanotechnology

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)
T. Different technologies involve different sets of processes. (2.6-8.T)
V. Controls are mechanisms or particular steps that people perform using information about the system that causes systems to change. (2.6-8.V)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

Students will develop an understanding of the role of society in the development and use of

technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)
F. Social and cultural priorities and values are reflected in technological devices. (6.6-8.F)
G. Meeting societal expectations is the driving force behind the acceptance and use of products and systems. (6.6-8.G)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
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Students will develop the abilities to apply the design process.

6-8

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J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
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L. Make a product or system and document the solution. (11.6-8.L)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)
G. Use data collected to analyze and interpret trends in order to identify the positive and negative effects of a technology. (13.6-8.G)
H. Identify trends and monitor potential consequences of technological development. (13.6-8.H)
I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Lesson 5.3 - Applied Physics

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
O. An open-loop system has no feedback path and requires human intervention, while a closed-loop system uses feedback. (2.6-8.O)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)
G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)
H. Some technological problems are best solved through experimentation. (10.6-8.H)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
I. Use tools, materials, and machines safely to diagnose, adjust, and repair systems. (12.6-8.I)
J. Use computers and calculators in various applications. (12.6-8.J)
K. Operate and maintain systems in order to achieve a given purpose. (12.6-8.K)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)
G. Use data collected to analyze and interpret trends in order to identify the positive and negative effects of a technology. (13.6-8.G)
H. Identify trends and monitor potential consequences of technological development. (13.6-8.H)
I. Interpret and evaluate the accuracy of the information obtained and determine if it is useful. (13.6-8.I)

Students will develop an understanding of and be able to select and use energy and power technologies.

6-8

E. Energy is the capacity to do work. (16.6-8.E)

F. Energy can be used to do work, using many processes. (16.6-8.F)
I. Much of the energy used in our environment is not used efficiently. (16.6-8.I)

9-12

J. Energy cannot be created nor destroyed; however, it can be converted from one form to another. (16.9-12.J)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

Students will develop an understanding of and be able to select and use manufacturing technologies.

6-8

F. Manufacturing systems use mechanical processes that change the form of materials through the processes of separating, forming, combining, and conditioning them. (19.6-8.F)
H. The manufacturing process includes the designing, development, making, and servicing of products and systems. (19.6-8.H)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Next Generation Science Standards

Lesson 5.1 - Applied Chemistry

Middle School

Matter and Its Interactions

MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* (MS.PS1.6)

Earth and Human Activity

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (MS.ESS3.3)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

Lesson 5.2 - Nanotechnology

Middle School

Motion and Stability: Forces and Interactions

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* (MS.PS2.1)
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (MS.PS2.2)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

Lesson 5.3 - Applied Physics

Middle School

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)

High School

Engineering Design

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

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Common Core State Standards for Mathematical Practice (6-8)

Lesson 5.1 - Applied Chemistry

Lesson 5.2 - Nanotechnology

Lesson 5.3 - Applied Physics

Grade 6

Ratios and Proportional Relationships
-Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (6.RP.A.1)
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. (6.RP.A.3)

The Number System
-Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm. (6.NS.B.2)
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)

Grade 7

Ratios and Proportional Relationships
-Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour. (7.RP.A.1)
2. Recognize and represent proportional relationships between quantities. (7.RP.A.2)
2.a. 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. (7.RP.A.2a)

The Number System
-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.A.2)

Expressions and Equations
-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3)

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Showing Results for:
Course: Gateway To Technology
Units: 6
Lessons: L6.1, L6.2 & L6.3
Common Core State Standards for English Language Arts, Standards for Technological Literacy, Next Generation Science Standards & Common Core State Standards for Mathematical Practice (6-8)

Common Core State Standards for English Language Arts

Lesson 6.1 - What is Electricity?

Reading

Comprehension and Collaboration

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 6.2 - Electronics

Reading

Comprehension and Collaboration

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
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Lesson 6.3 - Digital Electronics

Reading

Comprehension and Collaboration

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Lesson 6.1 - What is Electricity?

Students will develop an understanding of the characteristics and scope of technology.

6-8

H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

P. Technological systems can be connected to one another. (2.6-8.P)

9-12

AA. Requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development. (2.9-12.AA)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

9-12

H. Technological innovation often results when ideas, knowledge, or skills are shared within a technology, among technologies, or across other fields. (3.9-12.H)

Students will develop an understanding of the effects of technology on the environment.

9-12

J. The alignment of technological processes with natural processes maximizes performance and reduces negative impacts on the environment. (5.9-12.J)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)

Students will develop the abilities to apply the design process.

6-8

J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)

Lesson 6.2 - Electronics

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)

9-12

CC. New technologies create new processes. (2.9-12.CC)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)

9-12

G. Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function. (3.9-12.G)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)

Students will develop an understanding of the role of troubleshooting, research and

development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)

Students will develop an understanding of and be able to select and use energy and power technologies.

9-12

N. Power systems must have a source of energy, a process, and loads. (16.9-12.N)

Students will develop an understanding of and be able to select and use information and communication technologies.

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

Lesson 6.3 - Digital Electronics

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

9-12

W. Systems thinking applies logic and creativity with appropriate compromises in complex real-life problems. (2.9-12.W)
X. Systems, which are the building blocks of technology, are embedded within larger technological, social, and environmental systems. (2.9-12.X)
Y. The stability of a technological system is influenced by all of the components in the system, especially those in the feedback loop. (2.9-12.Y)
AA. Requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development. (2.9-12.AA)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

9-12

G. Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function. (3.9-12.G)

Students will develop an understanding of the effects of technology on the environment.

9-12

I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)

Students will develop an understanding of the attributes of design.

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

9-12

J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

F. Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system. (10.6-8.F)

Students will develop the abilities to apply the design process.

9-12

N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

L. Information and communication technologies include the inputs, processes, and outputs associated with sending and receiving information. (17.9-12.L)
M. Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. (17.9-12.M)
P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Next Generation Science Standards

Lesson 6.1 - What is Electricity?

Middle School

Matter and Its Interactions

MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. (MS.PS1.1)

Motion and Stability: Forces and Interactions

MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. (MS.PS2.3)
MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. (MS.PS2.5)

Lesson 6.2 - Electronics

Middle School

Waves and their Applications in Technologies for Information Transfer

MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. (MS.PS4.2)
MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. (MS.PS4.3)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)

Lesson 6.3 - Digital Electronics

Middle School

Waves and their Applications in Technologies for Information Transfer

MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. (MS.PS4.3)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Common Core State Standards for Mathematical Practice (6-8)

Lesson 6.1 - What is Electricity?

Grade 7

The Number System
-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1.a. 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. (7.NS.A.1a)

Geometry
-Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.A.1)

Grade 8

Expressions and Equations
-Work with radicals and integer exponents.

4. 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. (8.EE.A.4)

Lesson 6.2 - Electronics

Grade 6

The Number System
-Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm. (6.NS.B.2)
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents. (6.EE.A.1)
2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)
2.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length s = 1/2. (6.EE.A.2c)

-Reason about and solve one-variable equations and inequalities.

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6.EE.B.6)
7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. (6.EE.B.7)

Grade 7

The Number System
-Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.A.2)
2.c. Apply properties of operations as strategies to multiply and divide rational numbers. (7.NS.A.2c)
3. Solve real-world and mathematical problems involving the four operations with rational numbers. (7.NS.A.3)

Expressions and Equations
-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. 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. (7.EE.B.4)

Grade 8

Expressions and Equations
-Work with radicals and integer exponents.

4. 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. (8.EE.A.4)

-Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable. (8.EE.C.7)

Lesson 6.3 - Digital Electronics

Grade 6

The Number System
-Apply and extend previous understandings of numbers to the system of rational numbers.

7. Understand ordering and absolute value of rational numbers. (6.NS.C.7)

Grade 8

Expressions and Equations
-Work with radicals and integer exponents.

4. 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. (8.EE.A.4)

Functions
-Use functions to model relationships between quantities.

5. 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. (8.F.B.5)

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Showing Results for:
Course: Gateway To Technology
Units: 7
Lessons: L7.1, L7.2 & L7.3
Common Core State Standards for English Language Arts, Standards for Technological Literacy, Common Core State Standards for Mathematical Practice (6-8) & Next Generation Science Standards

Common Core State Standards for English Language Arts

Lesson 7.1 - Architectural Basics

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 7.2 - Introduction to Sustainability & Architecture

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

Lesson 7.3 - Architectural Challenge

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)

Text Types and Purposes

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Lesson 7.1 - Architectural Basics

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)

H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)
Q. Malfunctions of any part of a system may affect the function and quality of the system. (2.6-8.Q)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)

9-12

Z. Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. (2.9-12.Z)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

9-12

G. Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function. (3.9-12.G)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
E. Technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. (5.6-8.E)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

H. When new technologies are developed to reduce the use of resources, considerations of trade-offs are important. (5.9-12.H)
I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)

Students will develop an understanding of the influence of technology on history.

6-8

E. The design and construction of structures for service or convenience have evolved from the development of techniques for measurement, controlling systems, and the understanding of spatial relationships. (7.6-8-E)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)

9-12

J. Collect information and evaluate its quality. (13.9-12.J)

Students will develop an understanding of and be able to select and use energy and power technologies.

6-8

I. Much of the energy used in our environment is not used efficiently. (16.6-8.I)

9-12

J. Energy cannot be created nor destroyed; however, it can be converted from one form to another. (16.9-12.J)
K. Energy can be grouped into major forms: thermal, radiant, electrical, mechanical, chemical, nuclear, and others. (16.9-12.K)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

Students will develop an understanding of and be able to select and use construction technologies.

6-8

F. The selection of designs for structures is based on factors such as building laws and codes, style, convenience, cost, climate, and function. (20.6-8.F)
G. Structures rest on a foundation. (20.6-8.G)
H. Some structures are temporary, while others are permanent. (20.6-8.H)
I. Buildings generally contain a variety of subsystems. (20.6-8.I)

9-12

J. Infrastructure is the underlying base or basic framework of a system. (20.9-12.J)
K. Structures are constructed using a variety of processes and procedures. (20.9-12.K)
L. The design of structures includes a number of requirements. (20.9-12.L)
M. Structures require maintenance, alteration, or renovation periodically to improve them or to alter their intended use. (20.9-12.M)
N. Structures can include prefabricated materials. (20.9-12.N)

Lesson 7.2 - Introduction to Sustainability & Architecture

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

9-12

L. Inventions and innovations are the results of the specific, goal-directed research. (1.9-12.L)
M. Most development of technologies these days is driven by the profit motive and the market. (1.9-12.M)

Students will develop an understanding of the core concepts of technology.

6-8

M. Technologies systems include input, processes, output, and at times, feedback. (2.6-8.M)
N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
O. An open-loop system has no feedback path and requires human intervention, while a closed-loop system uses feedback. (2.6-8.O)

9-12

Z. Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. (2.9-12.Z)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)
F. The development and use of technology poses ethical issues. (4.6-8.F)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

G. Humans can devise technologies to conserve water, soil, and energy through such techniques as reusing, reducing, and recycling. (5.9-12.G)
H. When new technologies are developed to reduce the use of resources, considerations of trade-offs are important. (5.9-12.H)

I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)
J. The alignment of technological processes with natural processes maximizes performance and reduces negative impacts on the environment. (5.9-12.J)
K. Humans devise technologies to reduce the negative consequences of other technologies. (5.9-12.K)
L. Decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment. (5.9-12.L)

Students will develop an understanding of the influence of technology on history.

6-8

E. The design and construction of structures for service or convenience have evolved from the development of techniques for measurement, controlling systems, and the understanding of spatial relationships. (7.6-8-E)

9-12

H. The evolution of civilization has been directly affected by, and has in turn affected, the development and use of tools and materials. (7.9-12.H)
I. Throughout history, technology has been a powerful force in reshaping the social, cultural, political, and economic landscape. (7.9-12.I)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

9-12

L. Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques. (12.9-12.L)
P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

9-12

M. Conservation is the process of controlling soil erosion, reducing sediment in waterways, conserving water, and improving water quality. (15.9-12.M)

Lesson 7.3 - Architectural Challenge

Students will develop an understanding of the characteristics and scope of technology.

6-8

F. New products and systems can be developed to solve problems or to help do things that could not be done without the help of technology. (1.6-8.F)
G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)
H. Technology is closely linked to creativity, which has resulted in innovation. (1.6-8.H)

9-12

L. Inventions and innovations are the results of the specific, goal-directed research. (1.9-12.L)

Students will develop an understanding of the core concepts of technology.

6-8

N. Systems thinking involves considering how every part relates to others. (2.6-8.N)
P. Technological systems can be connected to one another. (2.6-8.P)
R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)
S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)

Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

6-8

D. Technological systems often interact with one another. (3.6-8.D)
E. A product, system, or environment developed for one setting may be applied to another setting. (3.6-8.E)
F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems. (3.6-8.F)

9-12

G. Technology transfer occurs when a new user applies an existing innovation developed for one purpose in a different function. (3.9-12.G)
H. Technological innovation often results when ideas, knowledge, or skills are shared within a technology, among technologies, or across other fields. (3.9-12.H)
J. Technological progress promotes the advancement of science and mathematics. (3.9-12.J)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)

9-12

I. Making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects. (4.9-12.I)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
E. Technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. (5.6-8.E)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

G. Humans can devise technologies to conserve water, soil, and energy through such techniques as reusing, reducing, and recycling. (5.9-12.G)
H. When new technologies are developed to reduce the use of resources, considerations of trade-offs are important. (5.9-12.H)
I. With the aid of technology, various aspects of the environment can be monitored to provide information for decision-making. (5.9-12.I)
J. The alignment of technological processes with natural processes maximizes performance and reduces negative impacts on the environment. (5.9-12.J)
K. Humans devise technologies to reduce the negative consequences of other technologies. (5.9-12.K)
L. Decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment. (5.9-12.L)

Students will develop an understanding of the role of society in the development and use of technology.

6-8

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies. (6.6-8.D)
E. The use of inventions and innovations has led to changes in society and the creation of new needs and wants. (6.6-8.E)

9-12

I. The decision whether to develop a technology is influenced by societal opinions and demands, in addition to corporate cultures. (6.9-12.I)
J. A number of different factors, such as advertising, the strength of the economy, the goals of a company, and the latest fads contribute to shaping the design of and demand for various technologies. (6.9-12.J)

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)
D. The specialization of function has been at the heart of many technological improvements. (7.6-8-D)
E. The design and construction of structures for service or convenience have evolved from the development of techniques for measurement, controlling systems, and the understanding of spatial relationships. (7.6-8-E)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)

9-12

O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

Students will develop an understanding of and be able to select and use energy and power technologies.

6-8

I. Much of the energy used in our environment is not used efficiently. (16.6-8.I)

9-12

J. Energy cannot be created nor destroyed; however, it can be converted from one form to another. (16.9-12.J)
K. Energy can be grouped into major forms: thermal, radiant, electrical, mechanical, chemical, nuclear, and others. (16.9-12.K)
L. It is impossible to build an engine to perform work that does not exhaust thermal energy to the surroundings. (16.9-12.L)
M. Energy resources can be renewable or nonrenewable. (16.9-12.M)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

Students will develop an understanding of and be able to select and use construction technologies.

6-8

F. The selection of designs for structures is based on factors such as building laws and codes, style, convenience, cost, climate, and function. (20.6-8.F)
G. Structures rest on a foundation. (20.6-8.G)
H. Some structures are temporary, while others are permanent. (20.6-8.H)
I. Buildings generally contain a variety of subsystems. (20.6-8.I)

9-12

K. Structures are constructed using a variety of processes and procedures. (20.9-12.K)
L. The design of structures includes a number of requirements. (20.9-12.L)
M. Structures require maintenance, alteration, or renovation periodically to improve them or to alter their intended use. (20.9-12.M)
N. Structures can include prefabricated materials. (20.9-12.N)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Common Core State Standards for

Mathematical Practice (6-8)

Lesson 7.1 - Architectural Basics

Grade 6

The Number System
-Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3)/(3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) /(3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b)/(c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? (6.NS.A.1)

-Compute fluently with multi-digit numbers and find common factors and multiples.

3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3)

Expressions and Equations
-Apply and extend previous understandings of arithmetic to algebraic expressions.

2. Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.A.2)

Geometry
-Solve real-world and mathematical problems involving area, surface area, and volume.

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.A.4)

Grade 7

Expressions and Equations
-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3)

4. 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. (7.EE.B.4)
4.a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? (7.EE.B.4a)

Geometry
-Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.A.1)
2. Draw (freehand, with 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. (7.G.A.2)

-Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

6. 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. (7.G.B.6)

Lesson 7.2 - Introduction to Sustainability & Architecture

Lesson 7.3 - Architectural Challenge

Grade 6

Geometry
-Solve real-world and mathematical problems involving area, surface area, and volume.

4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.A.4)

Grade 7

Expressions and Equations
-Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

4. 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. (7.EE.B.4)

Geometry
-Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.A.1)

2. Draw (freehand, with 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. (7.G.A.2)

-Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

6. 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. (7.G.B.6)

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Next Generation Science Standards

Lesson 7.1 - Architectural Basics

Lesson 7.2 - Introduction to Sustainability & Architecture

Middle School

Earth and Human Activity

MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. (MS.ESS3.2)
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (MS.ESS3.3)
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per.capita consumption of natural resources impact Earth's systems. (MS.ESS3.4)
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (MS.ESS3.5)

Lesson 7.3 - Architectural Challenge

Middle School

Earth and Human Activity

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (MS.ESS3.3)

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Showing Results for:
Course: Introduction to Engineering Design
Units: 1
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 1 - Design Process

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (AS.R.7)
10. Read and comprehend complex literary and informational texts independently and proficiently. (AS.R.10)

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2) [PREVIEW]
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4) [PREVIEW]
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (AS.W.5) [PREVIEW]
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6) [PREVIEW]
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)
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 tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2) [PREVIEW]
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3) [PREVIEW]
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6) [PREVIEW]

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Standards for Technological Literacy

Unit 1 - Design Process

Students will develop an understanding of the characteristics and scope of technology.

6-8

G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative. (1.6-8.G)

9-12

L. Inventions and innovations are the results of the specific, goal-directed research. (1.9-12.L)

Students will develop an understanding of the core concepts of technology.

6-8

R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)

9-12

Z. Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. (2.9-12.Z)
AA. Requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development. (2.9-12.AA)
BB. Optimization is an ongoing process or methodology of designing or making a product and is dependent on criteria and constraints. (2.9-12.BB)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)
F. The development and use of technology poses ethical issues. (4.6-8.F)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

9-12

I. Making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects. (4.9-12.I)
J. Ethical considerations are important in the development, selection, and use of technologies. (4.9-12.J)

Students will develop an understanding of the effects of technology on the environment.

9-12

L. Decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment. (5.9-12.L)

Students will develop an understanding of the influence of technology on history.

6-8

C. Many inventions and innovations have evolved using slow and methodical processes of tests and refinements. (7.6-8-C)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process. (9.9-12.I)
J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

6-8

G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it. (10.6-8.G)

9-12

J. Technological problems must be researched before they can be solved. (10.9-12.J)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

9-12

P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use information and

communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

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Next Generation Science Standards

Unit 1 - Design Process

Middle School

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Showing Results for:
Course: Introduction to Engineering Design
Units: 2
Lessons: Please note that course structure for the selected course does not contain lessons.
Standards for Technological Literacy

Standards for Technological Literacy

Unit 2 - Technical Sketching and Drawing

Students will develop the abilities to apply the design process.

6-8

J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

J. The design of a message is influenced by such factors as intended audience, medium, purpose, and the nature of the message. (17.6-8.J)
K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

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Showing Results for:
Course: Introduction to Engineering Design
Units: 3
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 3 - Measurement and Statistics

Reading

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)

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Standards for Technological Literacy

Unit 3 - Measurement and Statistics

Students will develop an understanding of the core concepts of technology.

9-12

DD. Quality control is a planned process to ensure that a product, service, or system meets

established criteria. (2.9-12.DD)

Students will develop an understanding of the attributes of design.

6-8

G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process. (9.9-12.I)
J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and

constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to assess the impact of products and systems.

6-8

F. Design and use instruments to gather data. (13.6-8.F)

9-12

J. Collect information and evaluate its quality. (13.9-12.J)

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Next Generation Science Standards

Unit 3 - Measurement and Statistics

Middle School

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design

solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Showing Results for:
Course: Introduction to Engineering Design
Units: 4
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 4 - Modeling Skills

Reading

Text Types and Purposes

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 tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Unit 4 - Modeling Skills

Students will develop an understanding of the core concepts of technology.

6-8

R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)

9-12

AA. Requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development. (2.9-12.AA)
BB. Optimization is an ongoing process or methodology of designing or making a product and is dependent on criteria and constraints. (2.9-12.BB)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process. (9.9-12.I)
J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to use and maintain technological products and systems.

6-8

H. Use information provided in manuals, protocols, or by experienced people to see and understand how things work. (12.6-8.H)
J. Use computers and calculators in various applications. (12.6-8.J)

K. Operate and maintain systems in order to achieve a given purpose. (12.6-8.K)

9-12

L. Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques. (12.9-12.L)
P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

J. The design of a message is influenced by such factors as intended audience, medium, purpose, and the nature of the message. (17.6-8.J)
K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

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Next Generation Science Standards

Unit 4 - Modeling Skills

Middle School

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)

High School

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

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Showing Results for:
Course: Introduction to Engineering Design
Units: 5
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 5 - Geometry of Design

Reading

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Unit 5 - Geometry of Design

Students will develop an understanding of the attributes of design.

6-8

G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

9-12

P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Next Generation Science Standards

Unit 5 - Geometry of Design

5th Grade

Matter and its Interactions

5-PS1-3. Make observations and measurements to identify materials based on their properties. (5.PS1.3)

Middle School

Engineering Design

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Course: Introduction to Engineering Design
Units: 6
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 6 - Reverse Engineering

Reading

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (AS.W.1)
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.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 tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)

Conventions of Standard English

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;

demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Unit 6 - Reverse Engineering

Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

9-12

I. Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace. (10.9-12.I)

Students will develop the abilities to use and maintain technological products and systems.

9-12

L. Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques. (12.9-12.L)

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Next Generation Science Standards

Unit 6 - Reverse Engineering

Middle School

Engineering Design

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Course: Introduction to Engineering Design
Units: 7
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 7 - Documentation

Reading

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
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 tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Unit 7 - Documentation

Students will develop an understanding of the core concepts of technology.

6-8

R. Requirements are the parameters placed on the development of a product or system. (2.6-8.R)

9-12

AA. Requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development. (2.9-12.AA)

Students will develop an understanding of the attributes of design.

6-8

G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

M. Identify the design problem to solve and decide whether or not to address it. (11.9-12.M)
N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

9-12

P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

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Next Generation Science Standards

Unit 7 - Documentation

Middle School

Engineering Design

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS.ETS1.1)
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4) [OPTIONAL]

High School

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

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Course: Introduction to Engineering Design
Units: 8
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 8 - Advanced Computer Modeling

Reading

Conventions of Standard English

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Unit 8 - Advanced Computer Modeling

Students will develop an understanding of the attributes of design.

6-8

G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process. (9.9-12.I)
J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various

intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

9-12

P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

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Next Generation Science Standards

Unit 8 - Advanced Computer Modeling

Middle School

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

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Course: Introduction to Engineering Design
Units: 9
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 9 - Design Team

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (AS.R.1)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (AS.R.2)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (AS.R.3)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (AS.R.4)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (AS.R.8)
10. Read and comprehend complex literary and informational texts independently and proficiently. (AS.R.10)

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (AS.W.1)
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (AS.W.2)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (AS.W.4)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (AS.W.7)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)
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 tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (AS.SL.2)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (AS.L.3)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

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Standards for Technological Literacy

Unit 9 - Design Team

Students will develop an understanding of the core concepts of technology.

6-8

S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)
T. Different technologies involve different sets of processes. (2.6-8.T)

9-12

Z. Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. (2.9-12.Z)

Students will develop an understanding of the cultural, social, economic, and political effects of technology.

6-8

D. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use. (4.6-8.D)
E. Technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. (4.6-8.E)
F. The development and use of technology poses ethical issues. (4.6-8.F)
G. Economic, political, and cultural issues are influenced by the development and use of technology. (4.6-8.G)

9-12

H. Changes caused by the use of technology can range from gradual to rapid and from subtle to obvious. (4.9-12.H)
I. Making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects. (4.9-12.I)
J. Ethical considerations are important in the development, selection, and use of technologies. (4.9-12.J)

Students will develop an understanding of the effects of technology on the environment.

6-8

D. The management of waste produced by technological systems is an important societal issue. (5.6-8.D)
F. Decisions to develop and use technologies often put environmental and economic concerns in direct competition with one another. (5.6-8.F)

9-12

L. Decisions regarding the implementation of technologies involve the weighing of trade-offs between predicted positive and negative effects on the environment. (5.9-12.L)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
I. Design problems are seldom presented in a clearly defined form. (8.9-12.I)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process. (9.9-12.I)
J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

M. Identify the design problem to solve and decide whether or not to address it. (11.9-12.M)
N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

Students will develop the abilities to use and maintain technological products and systems.

6-8

J. Use computers and calculators in various applications. (12.6-8.J)

9-12

P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. (12.9-12.P)

Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

M. Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine. (17.9-12.M)
P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

International Technology Education Association. (2007). Standards for technological literacy. Reston, VA: ITEA.

Retrieved: August 06, 2014

Next Generation Science Standards

Unit 9 - Design Team

Middle School

Earth and Human Activity

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* (MS.ESS3.3)

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

High School

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

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Showing Results for:
Course: Introduction to Engineering Design
Units: 10
Lessons: Please note that course structure for the selected course does not contain lessons.
Common Core State Standards for English Language Arts, Standards for Technological Literacy & Next Generation Science Standards

Common Core State Standards for English Language Arts

Unit 10 - Design Challenges

Reading

Text Types and Purposes

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (AS.W.6)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (AS.W.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (AS.W.9)
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 tasks, purposes, and audiences. (AS.W.10)

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (AS.SL.1)
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (AS.SL.4)
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (AS.SL.5)
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (AS.SL.6)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (AS.L.1)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (AS.L.2)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (AS.L.6)

http://www.corestandards.org/

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Standards for Technological Literacy

Unit 10 - Design Challenges

Students will develop an understanding of the core concepts of technology.

6-8

S. Trade-off is a decision process recognizing the need for careful compromises among competing factors. (2.6-8.S)

9-12

Z. Selecting resources involves trade-offs between competing values, such as availability, cost, desirability, and waste. (2.9-12.Z)
AA. Requirements involve the identification of the criteria and constraints of a product or system and the determination of how they affect the final design and development. (2.9-12.AA)
BB. Optimization is an ongoing process or methodology of designing or making a product and is dependent on criteria and constraints. (2.9-12.BB)

Students will develop an understanding of the attributes of design.

6-8

E. Design is a creative planning process that leads to useful products and systems. (8.6-8.E)
F. There is no perfect design. (8.6-8.F)
G. Requirements for design are made up of criteria and constraints. (8.6-8.G)

9-12

H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype. (8.9-12.H)
J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved. (8.9-12.J)
K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other. (8.9-12.K)

Students will develop an understanding of engineering design.

6-8

F. Design involves a set of steps, which can be performed in different sequences and repeated as needed. (9.6-8.F)
G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. (9.6-8.G)
H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions. (9.6-8.H)

9-12

I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process. (9.9-12.I)
J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly. (9.9-12.J)
K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments. (9.9-12.K)
L. The process of engineering design takes into account a number of factors. (9.9-12.L)

Students will develop the abilities to apply the design process.

6-8

H. Apply a design process to solve problems in and beyond the laboratory-classroom. (11.6-8.H)
I. Specify criteria and constraints for the design. (11.6-8.I)
J. Make two-dimensional and three-dimensional representations of the designed solution. (11.6-8.J)
K. Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. (11.6-8.K)
L. Make a product or system and document the solution. (11.6-8.L)

9-12

M. Identify the design problem to solve and decide whether or not to address it. (11.9-12.M)
N. Identify criteria and constraints and determine how these will affect the design process. (11.9-12.N)
O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. (11.9-12.O)
P. Evaluate the design solution using conceptual, physical, and mathematical models at various

intervals of the design process in order to check for proper design and to note areas where improvements are needed. (11.9-12.P)
Q. Develop and produce a product or system using a design process. (11.9-12.Q)
R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models. (11.9-12.R)

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J. Use computers and calculators in various applications. (12.6-8.J)

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Students will develop an understanding of and be able to select and use information and communication technologies.

6-8

K. The use of symbols, measurements, and drawings promotes a clear communication by providing a common language to express ideas. (17.6-8.K)

9-12

P. There are many ways to communicate information, such as graphic and electronic means. (17.9-12.P)
Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli. (17.9-12.Q)

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Next Generation Science Standards

Unit 10 - Design Challenges

Middle School

Engineering Design

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS.ETS1.2)
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS.ETS1.3)
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS.ETS1.4)

High School

Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. (HS.ETS1.2)
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. (HS.ETS1.3)
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. (HS.ETS1.4)

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Leadership Curriculum



LEADERSHIP STUDIES CURRICULUM
K – 8

Leadership Curriculum
About the Developers

Phyllis A. Hood has devoted 30 years to the field of education. She has served as a teacher and reading specialist. She advanced teachers' instructional practices in her roles as reading consultant, and a literacy specialist for DeKalb County in Atlanta, Georgia. She has a deep passion for teaching children to read and assisting teachers to become better at their profession. Her credentials include her undergraduate degree in Elementary Education and her Master's in Education from the University of Georgia.

Karen E. Whitmire has enjoyed a 33 year career in education as a teacher, reading specialist, reading consultant, and an instructional coordinator for literacy, middle school social studies, and English/language arts. One of her primary responsibilities as a teacher supervisor was to ensure that daily instruction in the classroom was in alignment with the state curriculum and that teachers implemented "best practices" in the classroom. Mrs. Whitmire received her Bachelor of Education and her Masters of Education at the University of Georgia. Mrs. Whitmire earned her Educational Specialist degree and Leadership certification from Georgia State University. Mrs. Whitmire is currently working as an educational specialist and consultant.

Dr. Dee Taylor served K-college education for 31 years in the roles of English teacher, reading specialist, district-wide reading consultant, English/language arts curriculum coordinator, assessment coordinator, assistant professor, and executive director for professional development. Retired, she serves university-school partnerships as Project Director for Professional Development Schools – Teacher Quality Grant at Georgia State University. Her credentials include a B.A. in English Education (NC Central University), Masters of Science - Reading (Johns Hopkins University); Education Leadership Certification (Georgia State University); and an Ed.D. (Clark Atlanta University). She continues to serve as a national consultant in the areas of curriculum development, diversity in the workplace, best practices/instruction, school and program improvement, and teacher/leadership efficacy.

Description of Educational Program
Focus of the Curriculum

The focus of the Leadership Preparatory Academy Curriculum is a consistent blending of theoretical understandings of leadership with practical application in normal, daily living. Leadership concepts, understandings and experience opportunities are centered on four strands and are correlated to the Common Core Georgia Performance Standards (GCCPS) K-5 curriculum. All components of the leadership studies curriculum are embedded and aligned to grade-range and age appropriate Georgia Common Core Performance Standards (GCCPS).

The Leadership Preparatory Academy's curriculum is unique in its design due to the seamless integration of the state curriculum – The Georgia Common Core Performance Standards with the Leadership Performance Standards. Teachers will not have to dedicate time for an additional subject to teach the concepts of leadership. The Leadership Curriculum features the following effective components:

- It has a direct correlation and alignment to the Georgia Common Core Performance Standards.
- It uses the language of performance standards, elements, teaching tasks, student performances, and assessments.
- It reflects an array of opportunities for teachers to infuse the skills tested on the state-mandated standardized assessments.
- It arranges the leadership standards in a scope and sequence that builds on previously taught elements.
- It provides depth and rigor as students progress through each grade level.
- It has leadership activities that are relevant to the lives of the students and incorporates a variety of learning styles.
- It provides content standards that integrate leadership activities with core subject areas.
- It employs authentic assessments to evaluate skill attainment.
- It features interdisciplinary approaches that encourage teaming among teachers, students, and community.
- It encourages co-curricular and extra-curricular opportunities that allow students to apply authentic leadership strategies in their classroom, homes, school, and community.
- It uses literature and activities that are multicultural to meet the interests of a diverse student population.

The curriculum is a living document that will grow and develop in depth and knowledge as teachers and students become more acquainted with the present standards and elements. It is designed to be an evolving curriculum that will continue to be refined to meet the needs of the students.

Explanation of Curricular Terms

The State of Georgia has been developing and implementing a new curriculum which is referred to as the Georgia Common Core Performance Standards (GCCPS). The GCCPS is a conceptual curriculum, requiring instruction to be integrated with the concepts, knowledge, skills, and abilities to achieve deeper understanding by students. Each subject area is comprised of content strands, performance standards, elements, and tasks.

Strands are organizing tools used to group standards by content.

Standards define the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

Elements identify specific learning goals associated with the standard.

Content Standards are the core subject areas of the Georgia Performance Standards (GPS). The core subject areas consist of English Language Arts (ELA), Mathematics (M), Social Studies (SS), and Science (S). The codes for the GPS standards and elements that correlate with the leadership standards and elements are listed in the Student Performance Tasks to ensure an alignment between the state curriculum and the leadership curriculum.

Teaching Tasks (Instructional Tasks) are to be used as a means of addressing the standard(s) and its elements during teaching and learning. Also included with these tasks are sample assessments and suggestions for differentiating the task to meet the needs of all the students in the classroom.

Performance Tasks may be formative or summative assessments that check for student understanding/misunderstanding and or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances.

Extra-Curricular Activities are an extension of the classroom. They provide an opportunity for learning that is not available during the regular school day. While many of the goals for extra-curricular activities are the same as those in the classroom, emphasis is placed upon proper values and life skills that will stay with the participants long after they leave school. Of primary importance is helping the student learn how to deal with the many facets of competitions and teamwork that are of major importance in later life as well as in extra-curricular activities such as Boy Scouts and Girl Scouts of America, Service Learning opportunities, and Greenpeace USA.

Co-Curricular Activities are embedded in the Leadership Preparatory Academy day in order to provide the student opportunities to apply leadership skills in a variety of contexts and situations. Examples are referenced at the end of the curriculum.

Service Learning is a method of teaching through which students apply their academic skills and knowledge to address real-life needs in their own communities. Students engage in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.

Instructional Methods

The Leadership Preparatory Academy Curriculum is unique, in that it contains a consistent blending of theoretical understandings of leadership with practical application in normal, daily living. Leadership concepts, understandings and experience opportunities increase in depth and complexity by grade-range and age level appropriateness.

Student motivation and achievement are enhanced by selecting instructional strategies that are matched to the lesson objectives and learning styles. A broad repertoire of instructional strategies will permit the teacher to engage and sustain student interest and provide for the needs of auditory, kinesthetic, visual, and tactile learners. The following instructional activities are suggested for authentic performance based instruction.

1. Action Log
2. Contract
3. Cooperative Learning
4. Case Study Method
5. Ethical Dilemmas
6. Interviews
7. Journal Writing
8. Graphic Organizers: KWL (What I Know- What I Want to Find Out – What I Learned)
9. Planning Matrix (PERT Chart)
10. Portfolio
11. Problem-Solving and Decision-Making Scenarios
12. Project
13. Quotations
14. Research Paper
15. Role Playing
16. Self-Assessment
17. Simulations
18. Speakers (i.e., Community Leaders, Parents with Expertise, etc…)
19. Special Leadership Events
20. Videotaping
21. Visual Organizers (Concept Mapping)

Examples of Teacher Work

Teacher work samples can assist with identifying and monitoring teachers' work related to the following major categories:

- The learning environment;
- Content and curriculum;
- Planning and instruction;
- Assessment; and
- Professionalism.

(Adapted from ***the Georgia Extended Framework for Teaching***)

1. Professional journal including self-reflection
2. Lesson plans (with reflections)
3. Unit plans (with reflections)
4. Letters, email, and other communication to and from parents and community members
5. Classroom video
6. Peer and supervisor references; professional references from employers and professors
7. Portfolio of student growth (teacher developed)
8. Presentations at workshops and professional organizations
9. Written documents (school and district based)
10. Professional articles written
11. Bibliography (annotated) of professional library, readings/resources, etc.
12. Data analysis of student work, scores, attendance, etc.
13. Records of parent contacts
14. Public presentations of data, teacher learning, and student work (bulletin board, meetings, etc.)
15. Standardized tests for teachers
16. Resume/vitae including courses, PLU credits, presentations, publications
17. Record of work on the BRIDGE (submissions, reviews, searches)
18. Participation (and notes from) professional learning groups (including online groups)
19. Samples of teacher research (question, data, reflection)
20. Papers and projects from university classes and workshops
21. Observation notes
22. IEPs
23. Visual conceptualizations of content, student needs (graphic organizers)
24. Record of work with teacher teams
25. Work in the public sector related to content area(s)
26. Related travel
27. Membership in professional organizations
28. Professional learning plan across the career
29. Leadership in groups and organizations; accomplishments of those groups
30. Grants sought, earned and evaluated
31. Newspaper and other media reports of teacher and student work

32. Classroom surveys, teaching materials, assessments, technology used and developed
33. Partnerships with community and families
34. Curriculum guides and related materials developed by teacher
35. Participation in local, district, and state educational policy work
36. Correlation charts of standards, interdisciplinary content, etc.
37. Professional journal including self-reflection
38. Lesson plans (with reflections)
39. Unit plans (with reflections)
40. Letters, email, and other communication to and from parents and community members
41. Classroom video
42. Peer and supervisor references; professional references from employers and professors
43. Portfolio of student growth (teacher developed)
44. Presentations at workshops and professional organizations
45. Written documents (school and district based)
46. Professional articles written
47. Bibliography (annotated) of professional library, readings/resources, etc.
48. Data analysis of student work, scores, attendance, etc.
49. Records of parent contacts
50. Public presentations of data, teacher learning, and student work (bulletin board, meetings, etc.)
51. Standardized tests for teachers
52. Resume/vitae including courses, PLU credits, presentations, publications
53. Record of work on the BRIDGE (submissions, reviews, searches)
54. Participation (and notes from) professional learning groups (including online groups)
55. Samples of teacher research (question, data, reflection)
56. Papers and projects from university classes and workshops
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61. Work in the public sector related to content area(s)
62. Related travel
63. Membership in professional organizations
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65. Grants sought, earned and evaluated
66. Leadership in groups and organizations; accomplishments of those groups
67. Newspaper and other media reports of teacher and student work
68. Classroom surveys, teaching materials, assessments, technology used and developed
69. Partnerships with community and families
70. Curriculum guides and related materials developed by teacher
71. Participation in local, district, and state educational policy work
72. Correlation charts of standards, interdisciplinary content, etc.

(Adapted from ***the Georgia Extended Framework for Teaching****)*

Examples of Student Work

Student work samples can assist with identifying and monitoring student performance.

1. Work and project journals
2. Classroom assignments (both formative and summative)
3. Portfolio of student growth (student development)
4. Personal goals and reflections on learning; learning maps
5. Grades
6. Record of resource uses (people, technology, books and materials, etc.)
7. Written and spoken reflections on own work and growth
8. Presentations given to parents, other students, or community about their learning
9. Classroom and public presentations
10. Questions posed and answered through inquiry driven learning
11. Surveys (attitudes, evaluation and reflection on learning/teaching, etc.)
12. Use of data and evidence in performances
13. Peer feedback on work
14. Self-reports
15. Field trip reports
16. Attendance records
17. Personal learning plans and projects and evaluations of accomplishments
18. Discussions taped and excerpted
19. Records and reports of content knowledge used in everyday life
20. Records and reports of collaboration with other students, teachers, community members
21. Records and reports of technology use
22. Bibliographies of references, resources used, personal collections
23. Original technology design, writing, speaking and communications

(Adapted from ***the Georgia Extended Framework for Teaching****)*

Leadership Strands (Goals)

Self-Knowledge (SK)

Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

Knowledge of Others (KO)

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Knowledge of Leadership Skills (LS)

A respected leader models responsible behavior and behaves ethically. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

Knowledge of Contexts and Situations (CS)

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

Leadership Curriculum: Grades K-2
Strand: Self Knowledge

Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

Standard: SK.1 The student will examine his or her own self-image			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify personal roles in the family, class and school	Whole Group/ Individual Response: The teacher will ask the students to brainstorm about the things that they think are happening around the school that day. The students will generate a list that includes anything that occurs before or during the school day. "What are some of the things that you do outside of the classroom?" "What are some of the things that go on in our classroom?" Following the discussion, the class will take a walk around the school to observe the various activities and the participants of each. Upon returning to the class, they will confirm, or adjust their class list.	Students will create a collage of drawings that describe what they do at school and in the classroom each day. They will write a description of their activities that is to include any responsibilities or jobs that they perform. ***Extension***: At the end of each week, have the class reflect on something special they did together. ***Content Standards***: K: CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.L.K.2 1st: CCSS.ELA-Literacy.W1.1, W.1.2, W1.3, CCSS.ELA-Literacy.L.1.1, CCSS.ELA-Literacy.L.1.2 2nd CCSS.ELA-Literacy.W.2.2, W2.2, W2.3 CCSS.ELA-Literacy.L.2.1, CCSS.ELA-Literacy.L.2.2	Teacher Observation Relevance and appropriateness of response during discussion and on students written description
b. Describe personal views of self, such as strengths, weaknesses, learning style	The teacher will introduce the book, I Like Me, by Nancy L. Carlson. * What do you like about yourself? * What do you do very well? * What is your favorite subject in school? Is this subject easy for you, or do you sometimes need help? The teacher will explain that the book is about a pig that discovers her finer points and that she can take care of herself. After reading the book to the class, the teacher will ask the students to generate a list of the characters' best qualities and discuss why these are good character traits. Note: Ask students to bring a photograph of themselves from home for use in a future activity. The teacher may choose to take the photos in class for a future task	After listening to the book, I Like Me, by Nancy L. Carlson, students will paste photographs of themselves on a 12" x 18" sheet of poster paper and cut out pictures or words from magazines to describe themselves (e.g., their feelings, interests, family, and friends). Students will then share their individually created posters with the class. ***Content Standards***: K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.3, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.SL.K.6 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.3, CCSS.ELA-Literacy.SL.1.4, CCSS.ELA-Literacy.SL.1.5 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.3, CCSS.ELA-Literacy.SL.2.4	Student participation in large group discussion Completed poster representing self-image

Leadership Curriculum: Grades K-2
Strand: Self Knowledge

Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

Standard: SK.1 The student will examine his or her own self-image			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
c. Explore influences on self, such as family and community customs and traditions	Whole Group/Discussion: The teacher will ask the students to look around the room at how they are different from each other. And to move to opposite sides of the room based on the characteristics that are named. Each time the class sorts, counts the groups, and records the numbers on the chalkboard. Name features such as black hair and not black hair, oldest child in the family, rode bike to school today, ate cereal for breakfast, wearing jeans, etc. Ask the students whether these attributes make them better or worse than the people around them. Discuss whether these attributes make a difference in their importance to the classroom, family, or community. The teacher will introduce the book, *Molly's Pilgrim,* by Barbara Cohen, and explain that the story they will hear is about a girl whose family has come to America from Russia. "What can you tell me about the term *pilgrim*?" "Why do the people in America celebrate the Thanksgiving holiday?" Tell the students to listen for things that affect Molly's feelings about school and her family.	Students will identify a variety of groups that they have similar characteristics and interests to demonstrate that people may be individual and unique, but there are also lots of similarities. Students will listen to the book, *Molly's Pilgrim.* After listening to the read-aloud, students will discuss the events in the story and how Molly's family culture was different from her classmates. "In what way did Molly's classmates show little respect for Molly's feelings?" Students will then write a paragraph about their own family customs and traditions. The paragraph should communicate: • How traditions are the same or different from customs celebrated by others in the community • Why it is important to show respect for others ***Content Standards***: K: CCSS.ELA-Literacy.L.K.1, CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.3, CCSS.ELA-Literacy.SL.K.4, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.L.1.1, CCSS.ELA-Literacy.L.1.2, CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.4 CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.L.2.1, CCSS.ELA-Literacy.L.2.2, CCSS.ELA-Literacy.SL.2.3, CCSS.ELA-Literacy.W.2.2	Relevance and appropriateness of response during discussion and on students written description

Leadership Curriculum: Grades K-2
Strand: Self Knowledge

Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self- image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

Standard: SK.2 The student will examine his or her own behaviors and how they contribute to group interaction			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Describe characteristics of his or her responsible behavior, such as respect, trustworthiness, caring, and fairness.	Whole Group/ Discussion: The teacher will read *Horton Hatches the Egg***,** by Dr. Seuss, and then ask the students to compare the two main characters. As students respond, the teacher will record the responses on a Venn Diagram, noting any similarities or differences in the way Horton and Mayzie behaved. What did each character do? Discussion should include responses like: * Mayzie is lazy, she does not tell the truth and won't take responsibility for her egg. * Horton follows through with his promise to care for the egg. Have you ever had anyone break a promise? How do you feel when someone does not do what they say? Have you ever had to do someone else's job because they didn't show up? Introduce the meaning of *respect, trustworthiness, fairness*. How do these characteristics apply to Horton and Mayzie? Which of these characters would you like to be your friend? Why? Extension: As positive and negative characteristics are discussed in class, the teacher will create a "Traits Word Wall".	Note: This task should not be asked of the students until the characteristics of responsible behavior have been taught. Students will listen to *Horton Hatches the Egg*. Using a Venn Diagram, students will compare and contrast the traits of the two main characters. The teacher will introduce the book, *The Legend of the Bluebonnet* by Tomie de Paola. Ask the students to notice the shields pictured in the books illustrations. Tell them to note that the shields are divided into four parts. After listening to the book read aloud, the students will discuss the story and share which characteristics or examples of responsible behavior they think She-Who-Is-Alone exhibited. Students will then create a shield similar to the ones depicted in the book using a paper plate and drawing utensils (markers, pencils, crayons). Each shield will be divided into four sections that represent those responsible characteristics the student feels represent he/she best. When the shield is complete the students may staple string to the back of the shield to use as a hanger and attach feathers provided by the teacher so they hang down off the sides where the string attaches. ***Content Standards***: K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5; 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5	Teacher observation of student participation during discussion Students will complete a Venn Diagram. Student's shield will be scored according to the appropriate number of responses using a teacher created rubric.

Standard: SK.2 The student will examine his or her own behaviors and how they contribute to group interaction			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
b. Identify ways to assume responsibility in the family, class, and school	Whole Group/Active Participation: The teacher will prepare a shower curtain by using permanent magic markers to draw blocks (9" x 9") to make a checkerboard design. As students brainstorm jobs that need to be done at home, write each job on a 9" x 9" square of construction paper and. tape the squares in the blocks on the shower curtain. Discuss with the students that many homes will have similar jobs, and some homes will have jobs unique to that home (taking out the garbage, making the bed, setting the table for meals, etc.) Using the shower curtain with taped squares, play "Twister". Let students, one at a time, locate jobs they help with at home and, using their bodies, try to touch as many of those jobs as they can at one time. They can only touch the jobs they help with at home. Discuss the importance of families working together. What happens if someone does not do their job? Vary the directions, such as "Put your right hand on the job you like the most." "Put your left foot on the job you like the least." etc.	Individually, students will create a concept map representing multiple responsibilities that they have at home or in the classroom. This may be written or pictorial with simple labeling. Display pictures made by the students showing each child completing assigned tasks. Students will play Responsibility Twister after they identify examples of how to be responsible in the family, the classroom, and the school. Extension: In their journal, students will begin and maintain a personal list of jobs for which they are responsible, including those that they would like to try in the future. ***Content Standards***: K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	Teacher observation and student/teacher conference Appropriate responses indicated on concept map

Leadership Curriculum: Grades K-2
Strand: Knowledge of Others

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Standard: KO.1 The student will identify characteristics of others			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify personal roles in the family, class, and school	Whole Group: The teacher will ask the students to name some of the positive behaviors they see in other people. Introduce the word *respect*, explaining that respecting others is being kind to people's feelings, bodies, and property. It is an important quality that helps us relate and work with others. Students will share experiences when someone did not respect their feelings, body or property, and how it made them feel when this happened. The teacher will prepare a T-Chart on the board and list behaviors that show respect, and those that do not. Discussion should include positive attributes as when someone shows caring, courtesy, or consideration for another. It should also address disrespectful behaviors like teasing, name calling, or destruction of property.	The students will write a letter to someone they admire describing the positive attributes that they have seen at one time or another. The letters might include things like acts of kindness or courtesy toward the student or someone they know, careful use of the student's property, polite responses, or any number of positive behaviors. ***Content Standards***: K: CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.L.K.1 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.L.1.1 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.L.2.1	Teacher observation of student's respectful behavior toward classmates. Use a checklist or rubric to evaluate student's written response
b. Describe personal views of self, such as strengths, weaknesses, learning style c. Explore influences on self, such as family and community customs and traditions	Whole Group/Activation Background Knowledge: Teacher will ask the students: Do the people in your house have jobs or responsibilities for things around the home? What would happen if no one in the family took responsibility for these jobs? The teacher will select from one of the books referenced below: • *The Berenstain Bears and the Bully* • *The Berenstain Bears and the Green-Eyed Monster* • *The Berenstain Bears and the In-Crowd*. • *The Berenstain Bears and Too Much Junk Food*	In whole group, the teacher will ask the students to recall the story about the Berenstain Bears family and how each contributed to the family in a different way. (Check that each student has brought a family picture early in the day and allow those who did not bring one to create one.) Students will paste his/her family picture on .a large piece of paper and write the following sentences at the bottom of the page. "*This is _____'s family. The members from oldest to youngest are_____.*"	Student participation in whole group discussion Completion of class book with pictures representing family members' roles and responsibilities

Standard: KO.1 The student will identify characteristics of others			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Before reading the selection, ask students to listen for the roles each member of the Bear family (Mama, Papa, Brother and Sister). Following the read-aloud, ask the students to brainstorm the different roles they see in their own family or household. Students have previously identified their role in the family. Now they will identify those of other family members. Who is the youngest, oldest, or in the middle? What does each family member do to contribute to the care of the house? (Examples might include: following the house rules, taking care of their room, taking care of siblings). Which member of your family solves any arguments of problems that occur? What special talent do you think that person has? (Note: The teacher will send a letter to the parents requesting their son/daughter bring a family picture that will be used to create a classroom "Family Album". Their son/daughter will bring the picture back to school and be ready to share it with the class. The picture will be returned.	Students will write about or draw each family member and what they do in the family, including themselves. Each student will then share his/her family or household poster with the class and tell about the members. The teacher may then staple the pages together to form a book to be displayed in the classroom library. ***Content Standards***: K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5	

Leadership Curriculum: Grades K-2
Strand: Knowledge of Others

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Standard: KO.2 The student will examine the needs and concerns of others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify the goals of others in various communities, such as home, class, and school.	Whole Group/Activity/Discussion: The teacher will explain that the lesson will focus on goal- setting. Students will volunteer their definition of "goal." In order to develop of an understanding of group goals, the students will participate in an activity that will require every student in the class to touch a ball as it is passed. The students' job will be to work together as a team to accomplish a class goal by having everyone touch the ball in 5 minutes. The teacher will try to get a consensus that will be the class goal. Do they think they can reduce the time to 3 minutes? 2 minutes? 1 minute? Help them agree on a goal, pointing out that they can always set a more difficult goal later. The class may set several goals and try out numerous ideas on their way to getting the job done in the least amount of time possible. Ask students to describe how goal setting could help them improve in areas that are a weakness for them. Why do you think goals are important? Discuss: What goals do you think your parents might have? What goals do you think I have as your teacher? Do all teachers have the same goal? Do all of the class members have the same goals?	Students will talk with family members and classmates and ask them to share some of their individual and group goals. They will write a simple description of how individual goals differ from group goals, and how family goals may differ from school goals. Adaptation for K-1 and students that are not yet writing might include recording their description on tape, or dictating it to an older student or adult. Students will share their papers with the class. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	Teacher rubric Description should include family goals, class goals and how they differ Teacher/Student conference
b. Identify ways to help others in the family, class, and school	Whole Group/Activate Prior Knowledge: The teacher will introduce the book, *Now One Foot, Now the Other,* by Tomie DePaola	Students will brainstorm ways people help each other as members of a family, the class, and the school.	Teacher observation and student/teacher conference

Standard: KO.2 The student will examine the needs and concerns of others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	After reading the book aloud to the class, the teacher will ask the students to discuss their reactions to the book: * Who was ill? * What did Bobby do? * Why did Bobby help his grandfather? Does someone have to be sick to need our help? As a class, students will share times when they have seen a family member or friend experience difficulty, and need assistance. The class will generate a list of ways they might assist others at home and in class	Students will listen to the story, Now One Foot, Now the Other. • How did Bobby's grandfather help him as a baby? • How did Bobby help his grandfather when he became sick? As a class, students will share times when they have seen a family member or friend experience difficulty, and need assistance. The class will generate a list of ways they might assist others at home and in class. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.3, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.SL.K.6 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.3, CCSS.ELA-Literacy.SL.1.4, CCSS.ELA-Literacy.SL.1.5 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.3, CCSS.ELA-Literacy.SL.2.4	

Leadership Studies Curriculum: Grades K-2
Strand: Knowledge of Others

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Standard: KO.3 The student will consider the way others view and respond to the world.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Explore the different family traditions and customs represented in the school and community	Whole Group/Small Groups: Activate prior knowledge by asking an essential question, What different things do we celebrate? As students volunteer different celebrations, the teacher will record the students' contributions on a CELEBRATIONS Chart, noting the student's name beside their contribution. The teacher will read stories that depict a variety of celebrations, including any of those that represent the various cultures in the community (Christmas, Chanukah, Kwanza, etc.). Students will be motivated to reflect on family traditions and customs of celebrations. As they share these unique practices discussion will bring to light the differences and similarities of families. The teacher will create a Venn Diagram showing similarities and differences of the various celebrations.	Students will work in small groups to create a poster of the various cultures and traditions that have been discussed in class. Students may use information from the class generated Celebrations Chart or any other resources to recall facts about different customs that have been shared by their classmates. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.L.K.2 1st: CCSS.ELA-Literacy.W1.1, W.1.2, W1.3, CCSS.ELA-Literacy.L.1.1, CCSS.ELA-Literacy.L.1.2 2nd CCSS.ELA-Literacy.W.2.2, W2.2, W2.3 CCSS.ELA-Literacy.L.2.1, CCSS.ELA-Literacy.L.2.2	Teacher Observation Participation in class discussion Checklist or rubric for scoring appropriateness of response
b. Explore how roles vary in different cultures	Whole Group: The teacher will encourage students to talk about who lives in their homes. Discuss extended family members such as grandparents, aunts, uncles, cousins, step- relations, etc. Discuss the things moms and dads do for their children such as give them food, clothes, toys, a place to live, play with them, and take them places. After reading the book, *It Takes A Village,* discuss the words "villagers" and "market", pointing out the examples in the book. Discuss the difference in a market from the book and a grocery store in our country. Ask students to identify other cultural differences, like how the roles of different family members may vary from their own	Students will compare families and homes in the United States to families and homes in another country by drawing a picture of their house and a picture of the huts represented in *It Takes a Village.* Students in Grades 1 &2 would also list the similarities and differences in the family culture. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2; 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2; 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	Student completion of comparison Participate in class discussion

Leadership Studies Curriculum: Grades K-2
Strand: Knowledge of Others

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Standard: KO.4 The student will communicate with others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Develop listening and questioning skills in order to better share ideas	Whole Group /Game Activity: The teacher will ask students to define "listening". Why is it important to listen when playing a game? What are some other times that listening is important? Students will play a game of "Simon Says" in groups of five or six, taking turns giving the directions and listening to the directions. Before play begins, remind the students that it is Simon's task to try to get everyone out as quickly as possible, and it is everyone else's job to stay "in" for as long as possible. Ask the students what they must do in order to win the game (Listen carefully.). The teacher will prepare a grid sheet to distribute to the students matching the number of squares to no more than class size. At the bottom of each square the teacher will write something that at least one student in the class may have experienced or a quality at least one student may have, such as "broke a bone", "loves pizza," "speaks two languages," "has been on an airplane," "good dancer" etc.	Students will play a scavenger hunt-type game. Each student will question classmates to complete their grid sheet. The object of the game is to be the first person in the class to complete the squares. Students must locate a classmate who matches the criteria and write their name in the appropriate square. Each square must represent a different person. In order to win, the student cannot have one student's name in more than one square. Students will play the game until one person has successfully completed the worksheet. What are some of the things you had to do to complete your worksheet? Did you have to ask questions? Why was listening important? The teacher will introduce two types of questions that are used to get information. *Closed* questions can only be answered with a "yes" or a "no". *Open-Ended* questions cannot be answered with a simple yes or no. *Open-ended* questions allow the speaker to share information. Which kind of question did you use during the activity? Are there other times when do you have to listen very carefully to someone talking? Discuss. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.3, CCSS.ELA-Literacy.SL.K.6 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.3, CCSS.ELA-Literacy.SL.1.6 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.3, CCSS.ELA-Literacy.SL.2.6	Teacher observation Student performance will be evaluated using a 3 point rubric with scoring ranging from a high level of engagement to minimal participation.

Standard: KO.4 The student will communicate with others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
b. Practice interaction with others in a variety of settings and situations	Whole Group/Paired Activity: As follow-up to a math lesson on categorization, students will work collaboratively in pairs to sort buttons and place them on a paper grid. Using the Think-Pair-Share model, each pair of students will identify questions that correlate with the activity. Groups will share and a composite list of questions will be identified.	Following the sorting activity, students will individually draw pictures of what their grids look like and then explain how their graph represents the button sorting. The explanation will include a response to the following questions. • How many columns of buttons are there? • How many different sets of buttons were parts of this group? • Which column has more buttons? • Which column has the fewest buttons? • Are there any columns that are equal in length? • Do they represent the same number of items? How do you know? ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.W.2.2	Teacher observation to identify students' understanding of categorization Checklist or teacher created assessment tool in order to plan remedial activities and extensions for students who need them.

Leadership Studies Curriculum Grades K-2
Strand: Knowledge of Leadership Skills

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

Standard: LS.1 The student will identify the characteristics of leaders			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify leaders within the family, classroom, and school.	Whole Group/Activate Prior Knowledge: The teacher will ask students to talk about what it means to lead. The teacher is the leader of the classroom. Who is the leader in your family? Who is the leader of the school? Who is the leader on the school bus? Who is the leader in the cafeteria? Think about some of the things that each of these people does as a leader.	Students will create a pictograph by drawing and labeling pictures of leaders in their roles as a family leader, classroom leader, or school leader. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.W.2.2	Teacher observation Checklist or rubric for scoring appropriateness of response
b. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.	Whole Group/Discussion: The teacher will introduce the book, *Honest Abe* by Edith Kunhardt, telling the students that it is about a person with good qualities that made him a good citizen. Ask student to listen for those qualities as the story is read aloud. Discuss the story with students after it has been read aloud. Record students' responses to the questions: Why was Abraham Lincoln called Honest Abe? Was he trustworthy? Was Abraham Lincoln a good citizen? Guide students to understand that being honest and trustworthy are some of the qualities that make a good citizen. Have students suggest several other admirable qualities that Abraham Lincoln possessed and list these on the chalkboard.	The teacher will read the books, *Arthur and the Crunch Cereal Contest* by Marc Brown and *Honest Abe* by Edith Kunhardt. After reading the story, the teacher will draw a large Venn diagram on the chalkboard and label one side "Abraham Lincoln" and the other side "Arthur". Students will identify the qualities that pertain to each figure and the teacher will record the information in their respective spaces, listing the good qualities that Abraham Lincoln and Arthur share in the middle space. Discuss how Abraham Lincoln and Arthur were similar and how they were different. Students will think of a person they admire as a good citizen or a good leader. They may think about fictional characters as well as real-life people.	Writing rubric scoring appropriateness of content

Standard: LS.1 The student will identify the characteristics of leaders			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Is Abraham Lincoln a real person or a character in a story? Tell students that Abraham Lincoln was a real person, and the 16th president of the United States. Ask students to name other real people who possess admirable qualities similar to Abraham Lincoln's and record their suggestions on the chalkboard.	They will write the name of the person they admire on the top of their papers. Students will draw a picture of this person and write a paragraph about why they admire him/her. Each student will share their pictures with the class. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	
c. Describe positive and negative leadership traits as seen in fictional characters or in historical figures**.**	Whole Group/Activate Prior Knowledge: The teacher will read *The Empty Pot*, by Demi (1990). What did Ping think about the contest to grow the most beautiful flower at the beginning of the story? Has Ping tried his best to help the seed to grow? How do you know? * What does Ping think of his friend's suggestion to take another flower to the emperor? What do you think he should do? * Do you think Ping's father gave him good advice? * Why do you think the emperor seems unhappy with all the beautiful plants? What had the emperor done? Why? * Do you think Ping was the best choice for emperor? Why?	Teacher will read aloud the book, *Me First*, by Helen Lester. Discussion should result in an understanding that Pinkerton was a pushy pig who was bound and determined to always be first. Students will reflect on what happened to Pinkerton in the story and some of the negative qualities he exhibited. Students will create paper sandwich whose ingredients represent elements of positive and negative traits. Each sandwich will contain a message from the student about ways that Pinkerton's behavior might be improved, listing more positive traits that make him an acceptable class leader someday... Students will display the sandwiches on a bulletin board called "Pinkerton's Picnic", and later will enjoy sharing their thoughts on Pinkerton's behavior	Teacher observation of student participation and the appropriateness of responses both orally and on the completed sandwich.

Standard: LS.1 The student will identify the characteristics of leaders			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	* What do we mean when we say Ping showed integrity? * What is integrity? In what ways did Ping show integrity? Is that the same thing as *honesty*? Review the meanings of *honesty* and *fairness*. * Why it is important to be honest? * Do you want your friends to be honest with you * Does it take courage to be honest? How did Ping show courage by being honest? How was he rewarded for his honesty? * Do you think the Emperor was a fair leader? Why do you think so? Were there any characters that did not behave honestly? Who were they? What did they do? Why would this be a poor leadership quality?	***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	

Leadership Studies Curriculum Grades K-2
Strand: Knowledge of Leadership Skills

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

Standard: LS.2 The student will explore the role of the follower.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify qualities such as respect, cooperation, and good manners, and relate them to the role of the follower.	Whole Group/ Discussion: The teacher will read aloud the book, *The Talking Eggs* by Robert D. San Souci. After hearing the story, students will review the events of the story. They will compare and contrast the sisters' experiences with the old woman, noting how differently Blanche and Rose behaved as a follower of the old woman's directions.	Students will write a letter to Rose, the disrespectful sister. In it, each student will share their thoughts about what caused Rose to experience so many difficulties, and why she should be more like her sister, Blanche. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.1, CCSS.ELA-Literacy.L.K.1 1st: CCSS.ELA-Literacy.W.1.1, CCSS.ELA-Literacy.L.1.1 2nd: CCSS.ELA-Literacy.W.2.1, CCSS.ELA-Literacy.L.2.1	Teacher observation Student participation in large group discussion Writing rubric scoring letter content
b. Examine the importance of being willing to listen, taking directions, following assigned chains of command, and being supportive.	Whole Group/Small Group: Activate Prior Knowledge by connecting to text. After hearing *The Island of the Skog,* by Steven Kellogg, read aloud students will discuss the importance of being able to listen and to follow designated chains of command in various situations. The class will complete a story map, identifying circumstances where characters demonstrated these abilities.	Small groups of students will brainstorm and list rules or laws for our neighborhood and community. Groups will share and justify their list of rules and laws. Using the Think-Pair-Share model students will work with a partner and create a new rule or law for their community. They will then make a poster to illustrate this new rule and share it with the class. Students must justify their idea by giving reasons and examples why they think the new law would make their community better. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.2 CCSS.ELA-Literacy.W.K.1 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.1 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.1	Teacher observation of student participation in small group Checklist or rubric assessing appropriateness of content, rational, and completed poster.

Leadership Studies Curriculum Grades K-2
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Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Develop active listening skills and good reading strategies.	This standard correlates directly with the GPS ELA strands on Fluency, Vocabulary, Comprehension, and Listening, Viewing, Speaking and Presenting. Whole Group Activity/ Discussion: The teacher will assign a few students to observe the activity. Students will be told that in the next discussion they will all be allowed to answer your questions at the same time. (Allow a few minutes for student responses) Discuss: • What happened when you all spoke at once? • What did the observers notice? • Is it important to use your listening and speaking skills in the classroom? Why? • Why is it important to take turns during a class discussion?	Students will practice this standard and element during reading, social studies, and/or science sessions. After reading the book, *The Miraculous Journey of Edward Tulane* by Kate DiCamillo, students will reflect on what we learn from others when we carefully listen. Students will create a T-Chart, listing times when it is important to listen at home and in the classroom and the benefits of each. (Book Summary) Edward Tulane, a cold-hearted and proud toy rabbit, loves only himself until he is separated from the little girl who adores him and travels across the country, acquiring new owners and listening to their hopes, dreams, and histories. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.2 CCSS.ELA-Literacy.W.K.1; 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.1; 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.1	Benchmark Assessments (standardized and teacher-made) on Reading Comprehension Participate in discussion Completion of graphic organizer
b. Share ideas, both verbally and in writing.	This standard correlates directly with the GPS ELA strand Listening, Viewing, Speaking and Presenting. Pairs/ Whole Group/ Individual Response/ Demonstration on how Jigsaw Cooperative Groups works: In pairs, students will share information about each other. Each student will determine what questions they will ask to learn about their classmate. Suggested questions might include:	Students will practice this standard and element during reading, social studies, and/or science sessions. Students will be divided into groups of three. One student from each group will be assigned birds, deer, or frogs to research. They will be reminded of the importance of listening to group members and of sharing important information.	Teacher Observation Checklist or Rubric for evaluation of student's level of participation Jigsaw activity

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	• What is your favorite thing to do and why? • What do you want to be when you grow up? • Do you have a favorite book? • Other student generated questions Following the activity, students will write a brief description of their partner based upon the information they learned. Students in Kindergarten might draw pictures that represent what they learned about the student. In whole group, each student will introduce their partner by reading their description or sharing their pictures. Teacher will introduce Science unit on ecology and how humans are affecting the lives of animals. Using the Jigsaw Method students will work in groups to research how people are supporting or hurting birds, large mammals (deer), and amphibians (frogs). Whole Group discussion will focus on ideas to support wildlife	Students will break off into their groups of birds, deer, or frogs to research locate information and will be given time to collect information about their animal from books and other sources. The teacher will monitor group work and guide students to work collaboratively to gather information, sharing what they found and taking notes on all information. Students will then return to their original group and share information about the animal they studied while other members of the group make notes on a large piece of paper using pictures and no more than three words to describe each animal additional animal. Following the activity, work will be collected for scoring. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.5, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.5, CCSS.ELA-Literacy.W.1.7; CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.5, CCSS.ELA-Literacy.W.2.7, CCSS.ELA-Literacy.W.2.8	
c. Identify the difference between facts and opinions	Whole Group/ Lecture/ Discussion: The teacher will review the terms *fact* and *opinion* with students. A fact is something that is known to be true and can be proven, and an opinion is what a person thinks, but cannot be proven. Provide examples of each term. It is a fact that "The President of the United States is George W. Bush". The statement. "He is the best President ever." is an opinion. The teacher will discuss how others' opinions can either (1) encourage or help us grow and improve or (2) discourage and inhibit us from growing. Good citizenship involves distinguishing opinion from fact in order to make responsible decisions concerning ourselves and others.	Students will divide a piece of paper into two columns, writing the word *Facts* at the top of one side, and *Opinions* at the top of the other. The teacher will read each numbered statement aloud, and students will write the number of the given sentence under either "fact" or "opinion" 1. All people must breathe to live. 2. All people love basketball. 3. Blue is the best color. 4. He is stupid. 5. Abraham Lincoln was a United States president. 6. North Carolina is a southern state. 7. I don't like broccoli. 8. Fire needs oxygen to burn. 9. Pizza tastes great. 10. Most people have two arms and legs. Students will discuss their reasoning as each statement is reviewed.	Teacher Observation Students' understanding will be determined by the number of appropriate responses

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
		Content Standards: K: CCSS.ELA-Literacy.SL.K.2; 1st: CCSS.ELA-Literacy.SL.1.2; 2nd: CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.3	
d. Recognize differences of opinion.	Whole Group/ Prior Knowledge/ Discussion: The teacher will read the book, *Cloudy With a Chance of Meatballs* by Judi Barrett, Scholastic Inc., 1978. Students will discuss how people in the town of Chewandswallow decided what to eat each day. Or did they? All of their food came from the sky and they had to eat what the weather brought to them. Discuss the different things that came out of the sky. (soup, juice, mashed potatoes, green peas, hamburgers, brussel sprouts, peanut butter, broccoli, cheese, tomatoes, and meatballs What kinds of food do you like to eat? Which foods would you eat if you were in charge of the groceries at your house? As students respond, the teacher will list their food choices on the board. Are these healthy foods? Students will compare their opinions about healthy foods to those referenced in the class health textbook.	Students will think about a question where the response requires an opinion. For example, "Which flavor of ice cream do you like best; vanilla, chocolate, or strawberry?" Over several days the students will poll their classmates' opinions and then chart the information. Students will share their results with the class, including the number of differing opinions that were represented in the class. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.8	Conduct Survey Put data in chart form
e. Provide positive feedback.	Whole Group: Discuss with students how to listen and talk respectfully to each other. Discuss ways to say positive things to classmates and neighbors. Role Play: Demonstrate appropriate peer conversations for critiquing and providing feedback to peers and others. Interactive Read Aloud: Teacher will read the book, *Noisy Nora*, by Rosemary Wells. On chart paper write the quote that family members say to Nora to make her behave. Then write a sentence that would be more positive and polite to tell Nora to behave.	Students will practice and role play speaking to each other in a respectful manner. Students will create positive and polite statements to say to Noisy Nora. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.2 1st: CCSS.ELA-Literacy.SL.1.2 2nd: CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.3	Participate in group discussion Teacher Observation Role Playing

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
f. Support other group members to achieve positive team development.	Whole Group/Pairs: Students will work cooperatively to define "*a community"* using a vocabulary-building, concept-mapping exercise. As students form each word, the teacher will write the words on chart paper. • "Use two letters to make the word *in*." • "Change one letter and make the French word *un*. Un means one in French." • "Add one letter to make the Spanish word *uno*. Uno means one in Spanish. *Uno* is also the name of a card game." • "Using two letters from *uno* and a new vowel, make the word *one* in English." • "Yesterday you talked about unity. How do the words *un*, *uno* and *one* relate to unity? (*Unity means come together as one*.) • "Use four letters to make the word *unit*. Unit means one in math." • "Can you add one letter to the word unit to make the word *unite*?" • "What does *unite* mean?" (*Come together as one*) • "Change one letter and make the new word *unity*. Unity means coming together for a purpose." • "Use four different letters to make the word *come*. When we come together we unite." • "Put the word come and the word unity together to make a nine letter word. You will change one letter." (Students may need help forming this word—*community*.) "What is a *community*?" Community is a group of people who come together as one; people who work and learn together. Students will share how they worked together to build the word "community".	Students will work as partners follow the directions the teacher gives to build vocabulary. Students will work with a concept word map for the word *community*. After reflecting on the story, encourage the students to add words/concepts to the chart of words related to unity in a community. Students will listen to the story; *Somebody Loves You, Mr. Hatch*, by Eileen Spinelli, about a man who finds unity in a community. They will think about how the words and ideas from the chart relate to the story. After students listen to the story, they will answer questions about how Mr. Hatch moved from being one person alone to a member of a community. What did he do and how did the community respond? What value did the community add to his life? How does Mr. Hatch contribute to the community? ***Content Standards*** K: CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.RF.K.3 1st: CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.RF.1.3, 2nd: CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.RF.2.3	Graphic Organizer Participate in group discussion

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Whole Group/Interactive Read Aloud: Tell the students that you are going to read a story about a man who finds unity in a community. Ask them to think (as you read) about how the words and ideas from the chart relate to the story. Read aloud *Somebody Loves You, Mr. Hatch*, by Eileen Spinelli, stopping as needed to clarify, discuss, predict, infer and review. After reflecting on the story, encourage the students to add words/concepts to the chart of words related to unity in a community. When you have finished reading aloud, ask the children how Mr. Hatch moved from being one person alone to a member of a community. What did he do and how did the community respond? What value did the community add to his life?		

Leadership Curriculum Grades K-2
Strand: Knowledge of Leadership Skills

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Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize problems.	Whole Group/Small Groups/Role Play: The teacher will read *Noisy Nora* by Rosemary Wells. After the read-aloud students will identify Nora's problem and how she decided to solve it, discussing any personal connections they have with the text. The teacher will then introduce a situation that is relevant to the students, such as "finding a pencil on the floor." What do you do? What are the choices you have? (Find the owner or keep the pencil) Discuss the contexts that may make actions right or wrong. Include respect for property and other concepts with which the student would be familiar. What would a good citizen do? In small groups, students will discuss problems that come up at school and at home and how they react to them. They will role play the negative scenario and then a positive scenario for differ problems. Role play disagreements about: • Who will sit in the front seat of the car • Which television show to watch • Kicking under the table • Who will get the window seat of the car • A classmate is teasing or bullying another • Sharing a chocolate bar	Students will think about problems they have faced and what decisions they have made. Students will make an *"If – Then"* book representing a variety of decisions that they must make each day and explaining the consequences of their actions. Using a list of problems that have been identified as a group, they will draw a picture showing the consequence of their actions, either positive or negative. When finished they will compile the pages into a book. In small groups, students will discuss problems that come up at school and at home and how they react to them. They will role play the negative scenario and then a positive scenario for differ problems. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.RF.K.3 1st: CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.RF.1.3, 2nd: CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.RF.2.3	Teacher Observation Scoring Rubric for completion of If-Then book Student participation in role play and appropriateness of responses
b. Gather facts for decision making and problem solving	Partners/Cooperative Groups/Whole Group Discussion: The students will be asked to recall the story, Noisy Nora. Nora independently decided how to solve her problem. Sometimes we must make a group decision that is best for everyone. Students will brainstorm times that this might occur.	Students will retell the story of Noisy Nora to their partner, and discuss how she solves her problems. Students will use the four steps of the Decision-Making Model to complete the decision-making grid.	Teacher observation of student participation in the decision-making process.

Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	The teacher will introduce a Decision-Making Model that has been adapted from *Master Curriculum Guide.* National Council on Economic Education. The model has four steps: select choices, rate the relevance or importance of the idea, evaluate and make a decision. The teacher will draw a decision-making grid on the board or overhead projector and tell students that which area of the school grounds improvement. The teacher will fill in areas of the grid as the discussion progresses; choices, the importance of each choice, evaluation, and the decision. The teacher will read the fairy tale, Rapunzel to the students. The teacher will prepare a long braid of yellow yarn for the task. The teacher will conference with each group to evaluate the students understanding of a decision making process	Students will discuss some of the issues that should be considered as they rate their choices: What are we able to do as a class? How can we use what we have to do the job? What area needs the most work? Rate each choice with the class by having the students raise their hands and take a tally after asking each question. After listening to the fairy tale, Rapunzel, students will be directed to answer the question, "How long is Rapunzel's hair?" Students will work in small groups to answer the question. Each group will determine the method and materials that will be used to solve the problem and complete an adapted version of the "Decision-Making Model Grid" from *Master Curriculum Guide.* National Council on Economic Education. Students will measure a long braid of yarn with a nonstandard unit of measure that the group has collectively agreed upon (e.g., paper clip, foot length, hand span, block, pencil, etc.). When measurements have been completed, the class will create a chart comparing the length of Rapunzel's hair as measured by the different nonstandard units used by each group. What part of the project did you like best? How did you decide what your group would do? Did you have problems in your group? How did you solve them? ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	Complete Decision-Making Grid Creation of measurement chart Teacher/Student Conferences

Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
c. Make simple decisions.	Whole Group/ Small Group: The teacher will read the story, *The Red Racer*, by Audrey Wood. Students will discuss what Nona wanted in the story. Did Nona need a new bike or did she just want a new bike? Why did she want a new bike? How did Nona try to get rid of her bicycle? The teacher will ask the students, "What is the difference between what we really need, and what we want?" Students will think-pair-share a list of things they need and a list of things they want. After groups have shared, and a class list has been generated, the class will evaluate the appropriateness of the choices. Students will move decisions around as they change their minds form the discussion. Each student will receive an index card labeled with things my family needs and things my family wants. The student will interview someone in their family and record their answers on the index card. The students will bring the card back the next day to be used as review of needs and wants	After listening to the story, *The Red Racer*, students will discuss the decisions that Nona makes. Students will respond to the question, "What is the difference between what we really need, and what we want?" Students will be given pictures form magazines or any other appropriate source that show one object in each picture. They will decide for themselves if their picture card shows something we need or something we want. Students will show their picture to the group, and tell whether it is a need or a want and why it fits in that grouping. They will then tape their picture card to a class graphic organizer that is divided into two sections. One labeled *wants* and the other labeled *needs.* For assessment, students will create a poster that represents their own personal needs and wants. They will be given a large piece of construction paper to fold in half and label one side with the word *wants* and the other side with the word *needs*. The students will use magazines, scissors and glue to cut out pictures that show things they need and things they want. They must have at least five pictures under each heading. Students will be allowed to share in small groups before their work is collected. ***Content Standards:*** K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	Teacher observation of response during the think-pair-share Appropriateness of response to social studies objective – needs and wants.

Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
d. Manage personal, classroom, and school resources.	Whole Group: The teacher will present the class with one bag of cookies, and ask the students, "How can we share a package of cookies with the whole class?" "How many will each person get?" "Are there enough for everyone?" Ask the students how they could share three cookies with the whole class. Would they each get a whole cookie? Introduce Pat Hutchins' book, *The Doorbell Rang,* and ask students to carefully note the story and picture details as it is read. To reinforce the counting principal, ask the students to count the number of children on each page in unison, and to predict how many more will appear each time the doorbell rings. What is happening each time the doorbell rings? What happens when there is not enough for everyone? Do we have that problem with school supplies in our classroom? What must we do to make sure there is enough for everyone?	In small groups, students discuss the reasons for differences as the story progresses. They will tell what adjustments were made, if any and why. Each group will come up with at least five things that are important for use in the classroom and how they would make these items were not wasted. Individual students will share how they will care for their own supplies. ***Content Standards*** CCSS.ELA-Literacy.SL.K.5, CCSS.Math.Content.K.CC.B.4 CCSS.ELA-Literacy.SL.1.5 CCSS.ELA-Literacy.SL.2.5	Participation in group discussion List of classroom resources

Leadership Curriculum Grades K-2
Strand: Knowledge of Leadership Skills

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Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Define and set personal short term goals.	Whole Group Discussion/Review: The teacher will have the students recall the activity where they established a class goal for passing a ball. Display some small banks or pictures of them, and pictures of commercial banks. Ask the students what all these banks have in common and how many students have their own banks at home. Do they take money out of their banks for spending, and how do they get money to put into their banks? Explain that people earn *income* when they work. Do any of the students earn money by doing work at home or working for someone else? Make a tally (on the chalkboard or chart paper) of the different ways students create income. Before reading *Alexander Who Used to be Rich Last Sunday,* by Judith Viorst, ask the students to listen for some of the choices the boy in the story makes about the money he has earned. Then discuss their observations following the reading of the story and how Alexander had difficulty separating his wants and needs. The teacher will then ask the students to think about other goals that are important to them (good grades, making the soccer team, etc...).	Based on the discussion, students will list at least one way they may begin saving their allowance or other income they may have. They will also list two other goals that are important to them (good grades, making the soccer team, etc...). ***Content Standards:*** CCSS.ELA-Literacy.SL.K.5 CCSS.ELA-Literacy.SL.1.5 CCSS.ELA-Literacy.SL.2.5	Teacher observation of student participation during class discussion. List of appropriate goals
b. Identify long term goals	Small Group/Whole Group Discussion: The teacher will ask the students if they think Alexander in the previous story had a goal.	Students will identify some of their long term goals by creating a three columned chart. They will fold a piece of blank paper into three equal parts and label one part “save”, another “spend and donate” and the third column “other”. Students will draw and label pictures that represent these goals.	Written representation using pictures and/or words to illustrate their long term goals

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Explain that there are two basic kinds of goals, short-term and long-term. Can they guess the difference? Explain the meaning of "incentives" and how it affects our choices. Read aloud *A Chair for My Mother,* by Vera Williams. As the students discuss the characters choices, have them think about what they would have done with the money in that situation. Students will complete a Venn Diagram comparing *A Chair for My Mother* and *Alexander Who Used to Be Rich Last Sunday* as they respond to the following questions: How are the characters alike or different in terms of the incentives they responded to in the stories? How is money used in each of the stories? Which character, Alexander or Rosa, are you most like?	Students will work in small groups to complete a Venn Diagram comparing Rosa and Alexander's goals and incentives. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.8	Completion of Graphic Organizer
c. Share personal goals.	Whole Group: The teacher will have students talk about ways that they have been saving, spending, or donating their money. As they revisit a comparison of the two stories, *A Chair for My Mother* and *Alexander Who Used to Be Rich Last Sunday,* they will talk about their understanding of *incentives*, *wants*, and *needs*. Tell students that incentives are positive or negative things that motivate or influence people, such as those that motivated Alexander to spend in this story. Positive incentives are like rewards that motivate you to do something. Negative incentives are like penalties that motivate or persuade you to not do something. Discuss some of the positive and negative incentives for their actions.	In small group teacher conferences, students will share their personal short term goals as they relate to home school and community. Through teacher led discussion , students will tell how they are: • Looking at options to meet the goal. • Establishing a plan. • Thinking about rewards for reaching the goal. • Monitoring progress toward the goal. • Evaluating their progress. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.8	Teacher observation of student participation during class discussion Student/Teacher Conference

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
d. Discuss the importance of setting goals.	Whole Group/Partners/Discussion: The teacher will Read *The Little Engine That Could*, by Watty Piper. After the reading, students will discuss how the engine wanted to get to the top of the mountain. The Little Engine was determined and set a goal to reach the top of the mountain and the village beyond it. The engine had to keep trying. Explain what it feels like to accomplish something you've set your mind to doing. Explain how the feeling they get when they set and achieve their goals is like a torch inside of us to keep us going in the direction we want to go. Goals can help us keep going in the direction we want to go. Goals, like a torch's light, help us to keep from getting lost. Discuss goals that students might set. What are some long and some short-term goals? What do students want to do when they grow up? Are there goals that need to begin now? How much commitment and determination is it going to take to reach those goals? What is commitment and determination? Are they different for different goals?	Students will think-pair-share and describe what they want to be when they grow up. Following the discussion, students will write a short a paragraph telling why it is important to set goals. They will accompany it with an illustration of what they shared with a partner during the think-pair-share activity. ***Content Standards:*** K: CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.8	Teacher observation of student participation during paired and class discussion

Leadership Studies Curriculum Grades K - 2
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

Standard: CS.1 The student will understand that different settings affect leadership roles.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Understand that the student's role as follower or leader may change at different times.	Whole Group/Role Playing: The teacher will introduce the book, *Curious George Takes a Job,* by Hans Augusto Rey. On chart paper, the teacher will write down the list of jobs Curious George attempts. Then identify the jobs that require leadership skills and those that do not. After reading the selection, students will consider how their classroom and school might be compared to a small city. *S*tudents will generate a list of all the jobs that they think are needed to run a city. Then identify the jobs that require leadership skills. Ask the question, "Is every person that is involved in running a city a leader?" Discuss students' responses.	After hearing the book *Curious George Takes a Job,* by Hans Augusto Rey, students will brainstorm all the jobs needed in order to run an efficient classroom. They will then organize the classroom as a city or town and sign up for jobs that will rotate periodically. Students will act the roles of community members during the course of daily classroom interactions. After several rotations of jobs, each student will evaluate the importance and the challenges of each role either as a leader or follower. At the end of the year, students will put together an instruction book for next year's class on how to organize and run the classroom as a city. <u>Content Standards:</u> K: CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.SL.K.3 1st: CCSS.ELA-Literacy.W.1.3, CCSS.ELA-Literacy.SL.1.3 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.3	Graphic Organizer of Jobs Role Play Creation of class book

Standard: CS.1 The student will understand that different settings affect leadership roles.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
b. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.	Whole Group/Cooperative Groups/Interactive Read Aloud/Interactive Shared Writing: To activate prior knowledge, the teacher will read aloud the book, *It Takes a Village* by Jane Cowen-Fletcher. While reading, the teacher needs to write down the names of the characters in the story and how each one took on a leadership role when KoKou visited them. Notice how each person does something different to help the little boy. Discuss that the leadership role can be affected by changing situations. For example, when the school practices fire drills, everyone learns a specific role or has a specific responsibility to make sure everyone is safe. Create a flow chart of how the roles of leadership change so that fire drill procedures run smoothly and effectively. Start with the Fire Marshall, Principal, Assistant Principal, School Secretary, Teachers, Students, Firemen. Have students identify each person's responsibilities in case of a fire. Students could interview members of the school staff or have staff members visit the classroom and tell the entire group what they do during fire drills. In cooperative groups students will transfer the information to the graphic organizer. Have students take on a leadership role for fire safety and emergency plans in their homes for their family members. *Family Disaster Readiness Survey* is available in *A Leader's Guide to Being Your Best,* pg. 13. Conduct an Interactive Shared Writing Experience by composing a class essay that explains the effects of changing situations upon leadership roles and individual responsibilities in the family, the classroom, and the school.	Students will work in small groups to develop a graphic organizer that shows the different levels of leadership involved in fire safety. The flow chart will include a description of each person's role and responsibilities. Students will conduct a home survey with family members to determine roles and responsibilities in case of a family emergency. In cooperative groups, each student will explain his/her family's emergency plan. Students will participate in the composing of a class essay on leadership roles and how they can change in an emergency. Students will participate in a class discussion about the similarities of leadership in *It Takes a Village* and in their own lives. <u>Content Standards:</u> K: CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.SL.K.1 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.SL.1.1 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.SL.2.1	Teacher observation Student participation in pair as well as large group discussion

Leadership Studies Curriculum Grades K-2
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

Standard: CS.2 The student will identify his or her community and community needs.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Name different communities in which people can concurrently hold membership, such as family, class, and school.	Whole Group/Cooperative Groups: Have students will work in cooperative groups. They will generate a list of places and activities that are in their daily lives (i.e. home, playground, daycare or after school activities, sports, church choir…) Then have them sort and label each item by putting a capital *F* by the places and activities that includes family. Put a capital *C* by the places and activities that includes the class. Put a capital *S* in front of the places or activities that involves the school. Put a capital *COM* in front of places and activities that are a part of the community. After the list is labeled each member of the cooperative group will share their places and activities that show people can be members of lots of different groups and communities. In whole group, the class will compile a list of different communities people can be a member.	Students will work in cooperative groups. They will generate a list of places and activities that are in their daily lives (i.e. home, playground, daycare or after school activities, sports, church choir…) Put a capital *F* by the places and activities you belong to that includes your family. Put a capital *C* by the places and activities you belong to that includes class. Put a capital *S* in front of the places or activities you do that involves your school. Put a capital *COM* in front of places and activities that are a part of your community. After the list is labeled each member of the cooperative group will share their places and activities that show people can be members of lots of different groups and communities. <u>Content Standards:</u> K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.W.K.2, CCSS.ELA-Literacy.W.K.7 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.8	Teacher Observation Graphic Organizer
b. Identify important community needs.	Whole Group/Discussion: The teacher will introduce the book, *The Three Questions* by Jon J. Muth, telling the students it about a boy who wants to be a good person. He will ask three questions and the answers will help him be a good person. Have students listen for the three questions as the story is read aloud. After reading, students will recall Nikolai's questions and identify what he learned about being a good person.Introduce the word *philanthropy*, and use the book as a starting point to help students recognize that children can be philanthropic in simple ways by noticing the people	Students will listen to the book, *The Three Questions*, and identify the three questions. Students will explain how the community helps Nikolai and how Nikolai identifies the needs of his community. Students will create a class bulletin board for displaying *philanthropic* actions. They will bring in either personal photographs or pictures from newspapers and magazines to post on the board. As items are brought to class, students will explain the action and how it is addressing a community need. Students may want to display the pictures under categories such as Local, National,	Participation in class discussion Contribution to class bulletin board

Standard: CS.2 The student will identify his or her community and community needs.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	and the environment immediately around them--such as the school grounds or local community. Students will think about how they, like Nikolai in the story, might respond to a need in their community. Take the students for a walk around the school building, school grounds, and/or neighborhood to help them identify a way they can make a difference. Ask students to think overnight about their school and the needs it may have.	International; Time, Talent; Kids, Adults. Content Standards: K: CCSS.ELA-Literacy.W.K.2 CCSS.ELA-Literacy.W.K.1 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.1 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.1	
c. Demonstrate awareness that good citizens of a community recognize and address community needs, such as food, clothing, and shelter for all.	Whole Group/Partners: The teacher will introduce the book, *Great Joy*, by Kate DeCamillo, telling the class it is about a child who is concerned about a member of the community and wants to help in some way. Following the read-aloud, students will brainstorm to decide which groups in the community have needs. These could be people in the school community or the city/town. The teacher will record the students' ideas. When a thorough list has been compiled, students will be asked "how they could find out if there are people who would appreciate their help". How will this be done? The class will work together to write a sample form letter that could be copied by each student, but mailed to different groups.	Students will demonstrate their understanding of citizenship by assuming an active role in a classroom or school project to share resources and benefit people in need by selecting from options such as donating used books for a children's hospital; food items for a local food bank; winter clothing - mittens, scarves, coats, and heavy socks for a community clothes closet and then organizing and it carrying it out. Steps will include: • Publicize the drive by making posters and writing announcements for broadcast to all students and school staff. • Design collectors such as boxes or clothes trees and distribute them to rooms in the school. • Design and keep a progress chart during the drive. • When the project is complete, publicize the results and thank all contributors. Time will be provided for writing in journals each day as the students carry out their plan. The journal entries will help the students create a book that describes their completed project. When the project is finished, students will write and illustrate a book describing the project and how the class demonstrated philanthropy.	Teacher observation of student participation in the discussions, brainstorming activity, and letter writing. Scoring rubric for written work

Standard: CS.2 The student will identify his or her community and community needs.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
		Kindergarten and First Grade may want to make a class book. Second grade may make individual books <u>Content Standards:</u> K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	

Leadership Curriculum Grades K - 2
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

Standard: CS.3 The student will explore the concept of citizenship.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Describe the roles and responsibilities of a citizen in the family, class, and school.	Whole Group/Pairs: The teacher will review the term "citizenship" and students will discuss how this relates to the concept of "service to others". After hearing the book, *Berenstain Bears to the Rescue*, students will discuss the characters actions. Are the bears good citizens? How do you know? What responsible behaviors did they show? Students will "think-pair-share" a list of responsibilities a citizen might have in the family, class and school. The responses for each pair will be recorded on a three-columned chart or graphic organizer. The class will create a Citizenship Tree with examples of roles and responsibilities good citizens do.	Students will identify examples of good citizenship demonstrated by the Berenstain Bears. Students will refer to the class list of good citizenship behaviors and select one action that he or she thinks is important to implement in their own life. The student will create a greeting card using folded construction paper. They will write, draw, or paste pictures cut from magazines to illustrate the action he or she has chosen. Student may use a variety of supplies to decorate the front of their card. The completed cards will be placed beneath the class Citizenship Tree. Students will discuss the reasons for their citizenship cards and how successfully they are at being a good citizen. <u>Content Standards</u> K: CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.8	Completion of Graphic Organizer Creation of Citizenship Card Teacher checklist as evidence of good citizenship behaviors.
b. Recognize and describe ways that good citizens assume active roles in the family, class, and school.	Whole Group/Speaker/Interactive Response: The teacher will display some photos of people volunteering their time to serve others (Habitat for Humanity, girl scouts, etc.) and ask the students to describe what needs are being addressed in each picture and who is donating their time, talent, or money to meet the needs. The teacher will review the difference between a volunteer and a paid worker. Students will identify some examples of things that volunteers do in the school.	Students will brainstorm questions for use when they conduct interviews of school volunteers. As they generate questions about the volunteers' motivation for helping, the teacher will write them on chart paper for future reference. Sample questions might include: • What kind of volunteer work do you do at the school? • How much time do you spend volunteering (including time preparing)?	Student conduct and participation before and during the interviews Teacher/student conference Writing rubric for content

Standard: CS.3 The student will explore the concept of citizenship.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Discuss why someone would want to volunteer their time and services if they are not going to be paid. Tell the students that they will be interviewing some school volunteers that have been invited to talk with the class.	• Why do you choose to do this? • What are you giving up to come here? • How do you feel about volunteering your time The interviews may be conducted as a whole class talking to one volunteer at a time, as a panel of volunteers or in small groups with each group talking to one individual. Task: Students will write or dictate a thank you letter to one of the guest volunteers, and should include a statement of what that person is doing for the school and why it is helpful or important. <u>Content Standards:</u> K: CCSS.ELA-Literacy.SL.K.3, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.3, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.3, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	

Leadership Curriculum Grades K - 2
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

Standard: CS.4 The student will explore the concept of protecting and caring for people and things.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize that good leaders take care of and preserve their family, class, and school communities.	Whole Group/Individual Response: In preparation for the discussion, the teacher will litter the class with trash, such as candy wrapper, soda cans, fast food containers and wrapper, and empty plastic containers of various types. The teacher will allow some time for the students to observe the environment and then have them share their reactions to the trash found in the classroom when they arrived. They will discuss the reasons why this environment is unpleasant and how they might pay a role in preventing this display in any other areas of their home and school environment. Extension: Arrange a speaker from the community who can tell the children more about the importance of recycling and taking care of small issues around school and home.	The students will decide as a class how they can in small ways improve the school environment. • They will organize a job corps for students to help with cleaning or maintaining the school environment. • They will produce posters that teach others in the school about everyone doing a small part to make the environment better for everyone. • They will choose one environmental issue to solve at school, like preserving the school ground, by creating and distributing posters and presenting information to other classrooms school wide. <u>Content Standards</u> K: CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.SL.K.5, CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.SL.1.5, CCSS.ELA-Literacy.W.1.2 2nd: CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.SL.2.5, CCSS.ELA-Literacy.W.2.2	Creation of poster according to rubric
b. Illustrate that respect and caring for others include sharing classroom and school resources.	Whole Group/ Cooperative Groups: The teacher will read the book, *The Rainbow Fish*, by Marus Pfister. After listening to the story, the class will create a story map that includes character qualities and actions. Students will define "sharing" in their own words and	Students will consider ways in which their classroom is a community, and how the behaviors and actions of the students make the classroom a pleasant community. Students will make a list of the positive things they can do in the school and classroom to share individual	Compile a list of activities to demonstrate the act of sharing Writing Rubric

Standard: CS.4 The student will explore the concept of protecting and caring for people and things.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	discuss whether or not the Rainbow Fish understood this at different parts of the story. Discuss what it means to trust each other. What does trust feel like? Discuss how or why trust matters within the classroom community. Without trust, how will people feel about accepting acts of philanthropy? Give the students the index cards and have each student write or draw one philanthropic act he or she can perform in the classroom or school. They should think about and be ready to explain how that act provides for the common good for the school/classroom community. Encourage the students to carry out the philanthropic act sometime in the next few days. After a few days, discuss how students feel about their classroom/school community	and class resources (i.e., lending a pencil or paper to a classmate, assisting another, etc.) without being asked. They will classify each action as it relates to three categories; *sharing time* (playing at recess), *sharing talent* (helping with work), and *sharing treasure* (sharing a treat from lunch). Students will write a brief paragraph describing a time that someone shared something with them and how they felt. <u>Content Standards:</u> K: CCSS.ELA-Literacy.W.K.5,CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.W.K.8 1st: CCSS.ELA-Literacy.W.1.5, CCSS.ELA-Literacy.W.1.7, CCSS.ELA-Literacy.W.1.8 2nd: CCSS.ELA-Literacy.W.2.5, CCSS.ELA-Literacy.W.2.7, CCSS.ELA-Literacy.W.2.8	

Leadership Curriculum Grades K - 2
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts.

Standard: CS.5 The student will practice leadership through service in a variety of communities.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize that community needs can be more important than individual benefits.	Whole Group/Cooperative Groups: Reference: *Waste Disposal*, by Sally Morgan What is a landfill? How do they get full? The teacher will inform the students that our landfills are filling up, and that every American creates an average of 4.5 pounds (1.7 meters) of trash per day. Discuss the word "reduce". What can we do to reduce the amount of trash in our landfills? Students will divide into pairs. Using a bag of several items from the trash, the teacher will give each partner one of the items out of your bag and ask them to work together to come up with a way that they can save this item from becoming trash. How can they use it in a different way? Students will be encouraged to creatively find a way of putting less trash on our planet Put two partner groups together and have all four see if they can come up with even more creative reusable ideas. Be sure they work cooperatively together. Students will come back together as a class, voluntarily share their ideas, and create a chart entitled "REUSE".	Students will work together in groups to brainstorm ways that they can reuse trash and why it is important. Students will: • Discuss the importance of recycling by identifying uses of recycled products. • Make posters to encourage recycling as part of a school-wide ad campaign. • Decorate one or more boxes to collect newspapers and/or mixed paper for recycling. • Each week, place a different student in charge of collecting the papers and taking the box to the office to be picked up (or taken to a central location) for recycling. • Visit a recycling plant or invite a guest speaker to explain how recycling works. • Record the weight (if available) and chart it over time. At the end of the school year, have students total the weight of all paper to be recycled. Content Standards: K: CCSS.ELA-Literacy.W.K.2 CCSS.ELA-Literacy.W.K.1 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.1 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.1	Teacher observation of participation classroom during discussions and brainstorming sessions Project Rubric

Standard: CS.5 The student will practice leadership through service in a variety of communities.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
b. Demonstrate and provide examples of unselfish behavior.	Whole Group/Individual Response: The teacher will read the book, *Miss Rumphious,* by Barbara Cooney, stopping periodically to ask the students to describe Miss Rumphious and to write their descriptive words on the board (e.g. brave, creative, smart, selfless, etc.). After reading, the students will discuss the following questions: Why did Mrs. Rumphious want to do something to make the world more beautiful? How did her grandfather inspire her? Was Miss Rumphious selfish or unselfish with her time, talent and treasures? What part of the story showed this? How did Miss Rumphious' unselfish behavior help her community? The teacher will lead students to the understanding that she shared her time by planting her seeds, her talent of gardening, and the treasure of her seeds. How did she show commitment to her work of making the world more beautiful? What could you do to make the world more beautiful? Remember to also think of beauty that you cannot see. Students will brainstorm ideas together and create a list to be posted in the classroom.	(Kindergarten-First grade) Students will complete the sentence starter "I can to make our world more beautiful" by filling in the blank with something that he or she can do to make the world more beautiful. (First & Second Grade) Students will write a story (fiction, nonfiction, or poetry) about making the world a better place, using the writing process. When completed the stories will be compiled and put into a class book for students to read in the school, family, or community. <u>Content Standards</u> K: CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.3 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.3	Participate in class discussion Writing Rubric

Standard: CS.5 The student will practice leadership through service in a variety of communities.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
c. List ways that good leaders care about the needs of others.	Whole Group/Individual: Teacher will use social studies textbook as a resource for leaders who cared about the needs of others. For example, Dr. Martin Luther King, Jr. devoted his life to supporting people in need and fighting social injustices. As the class reads about Dr. King, compile a list of his accomplishments that helped people. Ask the students to imagine if they were taking care of a younger sibling or relative. What are things that could be done to take care of these younger children?	Students will read in their social studies textbooks accounts of ways good leaders care about others. Students will especially focus on the things Dr. Martin Luther King, Jr. did for the civil rights movement. Students may draw or write about taking care of a younger sibling or relative. They will include things that could be done to make sure the young children are safe and their needs are addressed. <u>Content Standards:</u> K: CCSS.ELA-Literacy.W.K.2 1st: CCSS.ELA-Literacy.W.1.2, CCSS.ELA-Literacy.W.1.3 2nd: CCSS.ELA-Literacy.W.2.2, CCSS.ELA-Literacy.W.2.3	Compile a list of leader accomplishments Write or draw a paragraph Writing Rubric

Leadership Studies Curriculum: Grades 3-5
Strand: Self Knowledge

Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

Standard: SK.1 The student will examine his or her own self-image			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Generate individual view of own self-image and compare to earlier viewpoints	Whole Group/Lecture/Demonstration: Teacher will locate in students' ILP folders previous self-image surveys from earlier grades. Teacher will provide a model on how to use the Venn Diagram for identifying differences and similarities.	Students will complete surveys about themselves, Getting to Know Me. Students will then compare their newest views to previous surveys from early grades. Students will note evidence of personal growth, similarities and differences on a graphic organizer. Content Standards: CCSS.ELA-Literacy.W.3.3.b; CCSS.ELA-Literacy.W.4.3.b; CCSS.ELA-Literacy.W.5.3.b	Student will analyze Venn Diagram, and write a brief summary describing personal changes in self-image over the years.
b. Describe personal views of self, such as strengths, weaknesses, likes and dislikes, interests or talents	Whole Group/Independent Activity: Teacher will ask the students to review their Getting to Know Me surveys and then identify personal strengths, weaknesses, likes and dislikes. Teachers may use the interest inventory in Teaching Gifted Kids in the Regular Classroom.	**Wanted Poster** This activity helps students become aware of the characteristics that make each person unique. The student will attach a personal picture to a 12-x 18-inch piece of construction paper. The student will add his or her name, physical description, and characteristics such as interests, talents, strengths and weaknesses, and opinions. Each student will then place their Wanted Poster somewhere in the room for others to view. Content Standard s: CCSS.ELA-Literacy.W.3.3.b CCSS.ELA-Literacy.W.4.3.b CCSS.ELA-Literacy.W.5.3.b	Wanted Poster needs to include strengths, weaknesses, interests, and talents.
c. Identify factors that contribute to self-image, such as success and failure or acceptance and rejection	Whole Group/Activating Background Knowledge: Before introducing The Lion, the Witch, and the Wardrobe, The teacher will conduct an informal class poll. * How many students are the eldest children? The youngest? The middle? An only child? * What is it like to be the? * What responsibilities do you have?	As students read The Lion, The Witch, and The Wardrobe, they will track the events of the main characters that contribute to the characters' development and how they respond/react to success, failure, acceptance and rejection. Students will use a graphic organizer to record events and characters' responses. Students will form small literature circles as they read each chapter to map the character changes. Each group will present their finds at designated times to the whole class.	Student will select on of the main characters to write an essay on how events in the story contributed to that character's changing sense of self.

Standard: SK.1 The student will examine his or her own self-image			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	The teacher will explain that The Lion, the Witch, and the Wardrobe is about four siblings who love each other, fight with each other, have adventures together, and have different responsibilities. Literature Circles: Teacher will create small groups.	Content Standards CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.4	
d. Investigate outside factors that may influence self-image, such as others' opinions in certain situations	Whole Group/Brainstorming/Independent Practice: The teacher explains that the eldest brother in *The Lion, the Witch, and the Wardrobe* gradually accepts a leadership role because those around him express their confidence in his abilities. The class will brainstorm a list of possible factors that might influence self-images	Students will reflect on their own experiences and then write a description of a personal situation in their life where family members or friends expressed their support when the student felt unsure about a challenging task. The student will explain how these outside factors influenced self-confidence and a desire to succeed. Content Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.1	Student will write a personal description and then share in either a large or small group their experience and influencing factors.
e. Recognize that self-image may change over time and in different situations	Whole Group/Independent Practice: Teacher will initiate a discussion about changes in self-image. Point out personal changes students discovered when they were creating their own Venn Diagrams. Teacher should also encourage students to revisit the changes in self-image that occurred with the characters in the *Chronicles of Narnia.*	Students will review their personal changes as they look at their Self Awareness Surveys. As they reflect they need to recall if there were specific situations or events that contributed to personal change. Student will select a character from the *Chronicles of Narnia* to identify when that character started to change their confidence in their own abilities. Content Standard s: CCSS.ELA-Literacy.W.3.3.b CCSS.ELA-Literacy.W.4.3.b CCSS.ELA-Literacy.W.5.3.b CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.1	Student will create a graphic organizer or a written summary identifying the changes that occurred in the character of their choice.

Standard: SK.2 The student will examine his or her own behaviors and how they contribute to group interaction.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Discuss personal style of interacting with others	Whole Group/Pairs: Teacher will have students brainstorm strategies for having meaningful interactions with others. The list should include: • Keep eye contact when engaged in conversation • Be aware of others' feelings and show how interested you are in their thoughts and opinions. • Do not interrupt while others are speaking. • Be sincere in your responses Revisit this element throughout the school year.	Students will create a list of strategies for having meaningful interactions with others. After the list is created, students will work in pairs to practice the strategies discussed with each other. Each student will write in their journal the specific strategy he/she wants to incorporate into his/her personal style. Content Standard s: CCSS.ELA-Literacy.CCRA.W.2	Leadership Rubric of Positive Qualities Students will write personal style choices in their journals and revisit these decisions throughout the year to determine how successful change has been.
b. Describe characteristics of his or her responsible behavior, such as respect, trustworthiness, caring, and fairness.	Whole Group/Pairs/Individual: As a group, list ways individuals want to be shown fairness. Remind them that equity is applying the same rules for the same circumstances (like age, responsibilities, maturity, finances, time available). Then use similar criteria to make a report card, which the young people can use to grade themselves on how well they show fairness to others. *A Leader's Guide to Being Your Best. Lesson 5: Fairness.*	**Let's Fly a Kite** This activity gives students a chance to celebrate their good deeds and unselfish behaviors, thereby boosting self-confidence. The students will: • Draw and cut out a kite (a quadrilateral). • Divide the kite into four sections by drawing two perpendicular lines that bisect opposite angles. Label the sections: -I'm proud of things I've done for my friends: -I'm proud of things I've done for my family: -I'm proud of things I've done in school: -I'm proud of things I've done for my community: • List in the appropriate section one or more deeds recently performed. • Add a tail made out of yarn and decorate the kite as desired. Content Standard s: CCSS.ELA-Literacy.CCRA.W.2	Students will create a drawing of a kite that identifies examples of responsible behavior.

Standard: SK.2 The student will examine his or her own behaviors and how they contribute to group interaction.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
c. Predict future leadership roles and steps necessary to achieve them	Whole Group/Cooperative Groups: Teacher will review with students leadership qualities. In small groups students will discuss situations that will require them to examine their own behaviors and they will respond. *A Leader's Guide to Being Your Best. Lessons 10: Responsibility and Lesson 11: Safety.*	Students will make "Choice Logs." These logs will be used to record each individual's decisions where leadership skills need to be implemented. Ex: What if you are at a party and your friend's parents aren't there. Some of the kids find cans of beer in the refrigerator and they want to drink them. What do you think you might do? What steps would you take in an emergency? Content Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.9	Use of rubric on supporting opinions with supporting details and a rubric on participating in a small group. Write responses in "Choice Log."

Leadership Curriculum: Grades 3-5
Strand: Knowledge of Others

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Standard: KO.1 The student will identify the characteristics of others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify the characteristics of positive behavior in others, such as caring, trustworthiness, respect, and fairness**.**	Whole Group/Independent Practice: Teacher will read aloud the book, *The Hundred Dresses* by Eleanor Estes. This book brings to light themes of prejudice, cultural differences, respect, courage, and lessons learned about caring and equality. Worksheet: "Who Would Do This?" is in Lessons File.	Students will complete a worksheet that required them to identify behaviors of characters from the book, *The Hundred Dresses*. Content Standard s: CCSS.ELA-Literacy.CCRA.R.1	Student will analyze the actions and motives of characters from the story by selecting the most appropriate actions by the main characters.
b. Discuss roles of responsibility of others in the school, community, state, and nation.	Whole Group: Discuss the meaning of the words and phrases– responsibility, dependable, accepting consequences, and honoring commitments. Why are these traits important for community, school, state, and our national leaders to possess? Cooperative Groups: Divide the students into four groups: Community Leaders, School Leaders, State Leaders, and National Leaders. Have each group make a chart entitled, "Who's Responsible?" Write two column headings – WHO and WHAT. Each group will brainstorm responsibilities that people depend upon these leaders to do. Upon completion, have the charts displayed so that the small groups can participate in a Gallery Walk around the classroom. Provide post-it notes to each students in case they want to comment about the charts.	Students will be divided into four cooperative groups to make a chart entitled, "Who's Responsible?" Each group will brainstorm responsibilities that people depend upon these leaders to do. After the charts are completed, each group will display their chart. Then the groups will travel around the classroom to conduct a Gallery Walk so that they can read the responsibilities listed by the other groups. As they visit each chart they may write comments on post-it notes about responsibilities of school, community, state and national leaders. Content Standard s: CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.W.4	Teacher Observation Participation in group activity Participation in Gallery Walk

Standard: KO.2 The Student will examine the needs and concerns of others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Determine the needs and concerns of classmates or group members, such as friendship, approval, and acceptance.	Cooperative Groups: Ask students to work in groups to role play a typical "Hundred Dresses" game and replace Maddie's typical behavior with courageous actions. After the students have presented their revised events to the class, discuss how Maddie's new choice would change the story.	Students will work in small groups to create a role playing situation that demonstrates how people can show compassion, friendship, approval, and acceptance of others. Content Standard CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.W.4	Teams will present their versions of Maddie's new behaviors.
b. Act as a member of a group to develop a plan for addressing group needs and concerns.	Whole Group/Cooperative Groups: After discussing the problems faced by Wanda as a new student in the school, work with the students to create a *New Student Welcoming Plan* for the school or for the class. The plan should involve the formulation of an action strategy to ensure that any new students are immediately involved in school and classroom activities. This project might involve the creation of a *Welcome Kit* that could include an introductory letter, a classroom handbook, and a student profile booklet.	Students will create a welcome kit for students new to the school. The plan will focus on ways to make the new students feel comfortable. Content Standards CCSS.ELA-Literacy.CCRA.W.4	Students will complete a checklist of items deemed important in a Welcoming Kit.

Standard: KO.3 The student will consider the way others view and respond to the world.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize contributions of people from different backgrounds and experiences.	Whole Group: Teacher will introduce people from GPS Social Studies Curriculum. One of those community leaders was César Estrada Chávez. Have you ever heard of César Estrada Chávez? Have you ever thought about who picks the fruit and vegetables you eat every day? Chavez fought for the civil rights of the people who do this hard job. They are called farm workers. His cause improved the working and living conditions of the farm workers. His struggles helped this group of uneducated, poor, and hard-working people to be accepted and treated fairly. It forced the United States to improve every citizen's rights, including those less fortunate. Cesar Chavez overcame challenges that today allow many people coming to the United States to live in their community. Use this website for student research http://projects.edtech.sandi.net/brooklyn/chavez/	Students will research the contributions of Cesar Chavez to civil rights of migrant farm workers. Students will prepare a persuasive letter for the consideration of making Cesar Chavez's birthday a national holiday. Content Standard s: CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.4	Students' letters of persuasion will be evaluated based on persuasive speech criteria. The biography paper will be evaluated based on biography criteria.
b. Explore cultural diversity in the school, community, and nation	Whole Group/Cooperative Groups: Teacher will read aloud the book, *Mi barrio: my neighborhood*. There should be a discussion on cultural differences between Wanda's Polish background, Puerto Rican traditions, and students' cultural diversities in their own school and community.	Students will work in small cooperative groups to develop a graphic organizer that shows the cultural differences between *Hundred Dresses*, *Mi barrio: my neighborhood*, and their own neighborhood. Students need to create a section in their Leadership Journal that identifies the cultural diversities they encounter in their studies, school, community and the nation. Content Standard s: CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.4	Students will create a graphic organizer. Students will write about Cultural Diversity in Leadership Journal.

Standard: KO.4 The student will communicate with others			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Interact in pairs and with groups of varying size within the class, school, and community	Throughout the school year the teacher needs to provide regular opportunities for students to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other. Share with the students a set of guidelines/rules when working in pairs and groups: • Follow directions. • Avoid arguments. • Take turns. • Share. • Talk out problems. A Leader's Guide to Being Your Best. Lesson 4.	Throughout the school year students will to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other. Students will role play how to behave when working in pairs and groups by following the guidelines. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.6	Teacher Observation Successful Completion of Various Tasks, Activities, and Projects
b. Participate in and lead team projects for the class, school, and/or community	Throughout the school year the teacher needs to provide regular opportunities for students to work on team projects. Each student needs to opportunity to function as a team leader. This may be accomplished by rotating team leader responsibilities for the *Great Friday Afternoon Event* activity. This element is also addressed throughout the Leadership Curriculum. Students will work on team projects on a weekly basis.	Throughout the school year students will work on team projects. Each student will maintain a Leadership Journal. In the journal each student will write reflections about the experiences of being a team member as well as being a team leader. Participating in the Great Friday Afternoon Event will allow every student the opportunity to work on a team and perform at the end of each week. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.W.4	Teacher Observation Performance Rubric for The Great Friday Afternoon Event.

Leadership Curriculum Grades 3-5
Strand: Knowledge of Leadership Skills

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems.

Standard: LS.1 The student will identify the characteristics of leaders.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to honesty, care for others, civility, and fairness).	Pairs/Partners: Teacher will assign students into pairs of partners. Each group will use Frayer's graphic organizer to learn the meaning of words that describe qualities of leadership. Students will also review vocabulary words from earlier grades: honesty, caring for others, civility, and fairness.	Students will work in pairs to understand the meanings of vocabulary words that describe the characteristics of leaders. Students will match real and literary leaders who reflect the characteristic of leaders that the students have identified and discussed. Content Standard : CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.R.5	Students will complete Frayer's Graphic Organizer using new vocabulary words that describe leadership qualities.
b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state.	Whole Group/Teams/Pairs: After reviewing leadership traits, the teacher will lead a brainstorming of more traits. Teacher will lead the discussion about distinguishing between positive and negative examples of these traits. The teacher will be able to use examples from several books about *WWII. Number the Stars by Lois Lowry and Snow Treasure* by Marie McSwigan provide literary examples of positive and negative traits. Review and reflect with students the characters that showed positive traits and those who were negative leaders. Then lead the discussion to identify positive examples of leadership in the school, community and state. Then identify negative leadership in other countries. Gr. 4 & 5 should make connections between WWII stories and The Underground Railroad and Harriet Tubman.	Students will add more leadership traits to their leadership journal. They will work in pairs to create concept web organizers that will provide deeper understanding of the meaning of these traits. Students will read their SS textbooks and other non- fictional accounts of WWII especially noting the Scandinavian countries. Students will join Literature Circles to read and study about the novels, Snow Treasure (for boys) or Number the Stars (for girls).Each literature group will provide a presentation about the book they read. After the presentations, students will compare and contrast the two novels, especially focusing on themes of leadership. Students will create lists of characters who showed positive leadership and those who showed negative leadership. Lists will be placed in Leadership Journals. Content Standards CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.W.4	Students will use new vocabulary in their conversations about leadership. Students will identify on a map of Europe the countries that were involved in Germany invasions. Student will maintain a Literature Circle notebook with all of the completed activities. Rubric for Oral Presentations

Standard: LS.2 The student will explore the role of the follower.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Understand that followers can support and advance the cause of their leaders.	Whole Group/Individual: Teacher will read aloud the book, *The Yellow Star* by Carmen Deedy. After hearing the legend of the courage of the King of Denmark and how his actions influenced the Danish people, have students discuss why people followed the decisions of their leaders. Make text-to-text connections about leaders and followers with *Number the Stars, Snow Treasure, The Underground Railroad*, etc. Discuss the role of followers as it applied to GPS History elements (ex. the Revolutionary War, the Iraq War, and the Presidential Election process).	The students will listen to the teacher read aloud the book, *The Yellow Star* by Carmen Deedy. The students will discuss how followers support the causes of their leaders. Discuss how followers can show as much courage as leaders for causes they believe in. Students will make text-to-text connections with novels and textbooks they have read about followers and leaders. Content Standard s: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.R.3	Students will write a personal reaction about the importance of following the requests of the leaders.
b. Examine the importance of being an informed follower and the role of flexibility in being a follower.	Whole Group: Teacher will lead discussion about the importance of each person to find information about important issues so that they will be an informed follower. Discuss the responsibility as a team member to the decisions of the group and the ability to be flexible when there are changes.	Students will identify historical situations where common men and women needed to be informed and aware of political decisions and how those decisions affected their lives and their actions. Ex. Patrick Henry was informed about political events, and that gave him the courage to announce the arrival of the British troops and the beginning of the Revolutionary War. As students work on social studies and science projects, they need to recognize the role of flexibility when they are a member of a team. Content Standards: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.R.3	Students will complete a cause and effect graphic organizer that displays historical events and their effects on individuals. Students will write a personal reaction in their journals about times when they needed to be flexible.
c. Understand and explain the importance of active participation as a follower.	Whole Group: Teacher will lead discussion about the responsibilities of followers to be participants in the completion of projects to be active participants	Student will provide examples of how to be an active member of a team, a classroom and school, a club, a place of worship, and a friendship. The students will make connections between *Number the Stars,* the Civil Rights Movement, and the responsibility of doing the right thing. Content Standards: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.R.3	Students will write a personal reaction about the importance of following the requests of the leaders.

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Listen and read for purpose, meaning, and expression of feeling within a variety of situations.	This standard correlates with the GPS ELA strand on Listening, Viewing, Speaking and Presenting. Small Group: Readers' Theater plays using historical or fictional stories with leadership themes will develop this standard. *American History: Building Fluency Through Practice and Performance* by T. Rasinski and L. Griffith. Cooperative Groups: Implement *The Great Friday Afternoon Event* for opportunities to work in groups to create meaningful presentations. (Lessons File)	Students will practice this standard and element during reading, social studies, and/or science sessions. Students will participate as members of Readers' Theater plays using historical or fictional stories with leadership themes. Students will perform their assigned *The Great Friday Afternoon Event* presentation. Content Standards: CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.R.3	Benchmark Tests that measure Fluency and Reading Comprehension.
b. Share ideas, both verbally and in writing.	Cooperative Groups: Allow students to perform their Great Friday Afternoon Event presentations. Small Group/Peer Conferencing: Provide opportunities for students to share their ideas and writings through brainstorming activities, author's chair, jigsaw cooperative groupings, etc.	Students will perform their assigned *The Great Friday Afternoon Event* presentation. Students will share their ideas and writings through brainstorming activities, author's chair, jigsaw cooperative groupings, etc. Content Standards: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.3 CCSS.ELA-Literacy.CCRA.SL.6	Students will present their The Great Friday Afternoon Event activity. Presentation Rubric Teacher Observation
c. Identify the difference between facts and opinions.	Whole Group: Provide a mini lesson explaining the differences between facts and opinions. Individual: After students understand that opinions have a quality of flexibility and are influenced by facts, instruction can focus on persuasive writing, essays, letters, debates, etc. Students will need these skills to obtain support when developing service learning projects in their classrooms, school, and community.	Students will determine if statements about Dr. Martin Luther King, Jr. are facts or opinions. Students will write persuasive letters to their classmates to gain support on topics applicable to the setting (i.e. Convince your classmates that they should replace processed food snacks with healthy food items.). Letters must include facts to support their opinions. Content Standards: CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-Literacy.CCRA.W.4	Completion of fact and opinion worksheet. Persuasive Letters will be evaluated using a Persuasive Writing Rubric.
d. Provide and respond appropriately to positive feedback.	Role Play: Demonstrate appropriate peer conversations for critiquing and providing feedback to peers and others. Train students on how to use rubrics and checklists to assess quality of projects, writings, speeches, performances. *Use the Peer Conferencing Summary in Lessons File.*	Students will practice and role play peer conferencing. One student will be the teacher and the other the student. They will role play a dialogue on how to provide positive and negative feedback for a piece of writing. They will also use the language of the rubric appropriate to the genre of the writing. Content Standards: CCSS.ELA-Literacy.CCRA.SL.1	Teacher Observation Completion of Peer Conference Summary Sheet

e. Empathize with others.	Whole Group: Discuss the meaning of empathy and how it is different from sympathy. Review stories read previously where the characters or the students were able to empathize with other characters (ex. *Rose for Abby, The Yellow Star, Number the Stars*, etc.).	Each student will select a person or a character that they are able to empathize about their situations, conflicts, relationships. The student will create either a written reflection of this connection or an artistic form of expression that shows empathy toward selected character. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.4 CCSS.ELA-Literacy.CCRA.SL.6 CCSS.ELA-Literacy.CCRA.W.4	Teacher Observation Leadership Journal entry.
f. Work as a team to communicate and support group projects.	Role Play: Demonstrate appropriate peer conversations when working as a team member. Encourage brainstorming techniques; avoid interrupting others when speaking; adhering to timelines; completing individual assignments for the team project. Review this element whenever students are working on service learning projects.	Students may role play working as a team on a project to practice the element and understand expectations for appropriate behavior. After role playing students will implement strategies for working with a team and being a supportive member on a team. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.1	Teacher observations, student reflections (either written or spoken), and project checklists.

Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Generate alternative solutions to problems	Role Play/ Demonstration: Provide students with strategies to generate alternative solutions, such as brainstorming, using Socratic discussion, seeking advice from experts. Introduce Guidelines for deciding what to do: • Get the facts • Share ideas • Borrow and build on other people's ideas • Disagree respectfully • Be open to other points of view Cooperative Groups: Provide students with scenarios where they can brainstorm different solutions and possible outcomes. Groups can role play their scenarios to demonstrate that there is more than one solution to a problem. Lesson from : *A Leader's Guide to Being Your Best* Pgs. 40-43.	In small groups students will discuss each situation to generate alternative solutions. • The girl who sits behind you in class won't stop bothering you. She kicks your chair when you're trying to read and pokes you with her pencil when you're trying to write. Yesterday, you turned around and told her "DON'T!!!" but that just made your teacher frown at you. How might you help the girl stop this behavior without getting her – or yourself- in trouble? What can you do if she doesn't cooperate? • The kids in your group argue a lot. They bump each other out of lines, push, shove, and call each other names. What might you do to help everyone learn to cooperate more? How can you solve this problem without seeming bossy? Each cooperative group will role play their best solution to each problem. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.4	Teacher Observations Peer Feedback
b. Work toward consensus in making group decisions.	Whole Group: Discuss the process of generating multiple solutions and then discuss how a team can come to a consensus on applying one solution. Review the components implemented when persuasion is employed. Cooperative Groups: Have the students form research teams where they have to select a research topic for the team.	The students will form groups of three. Each group will form a research team. Each student will brainstorm a list of three to five possible research topics. Team members will swap the list of topics with one another. The team will narrow the list down to three topics. Then each team member will take one topic and locate as many websites relevant to the topic as can be found during a single class period. The next day the team members will share their website lists with the group. Each student will share their opinions about the value, reliability, accuracy, and ease of use for each website. The team will come to a consensus on a single topic for their research. Each student will volunteer to visit two assigned websites and write a summary of important facts.	Student Research Teams will compile team books. Each book will have individual summaries contributed by team members. Each research team will come to a consensus on their research topic.

Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
		The summaries will be compiled into a team book. Content Standards: CCSS.ELA-Literacy.CCRA.W.7 CCSS.ELA-Literacy.CCRA.W.8 CCSS.ELA-Literacy.CCRA.W.9	
c. Participate in orderly, organized group processes.	Whole Group: Discuss procedures usually followed at business meetings such as: • Agendas • Opportunities for everyone in the group to share ideas • Taking notes at the meeting • Using graphic organizers or visuals or drawings to explain ideas • Summarize at the end • Make sure everyone understands their responsibilities for the team • Set up deadlines or times to review progress. Establish a class ritual and routine for working in a group. Review these procedures at the beginning of any new team project.	When students meet in work teams for research projects or service learning projects, they will need to implement procedures established by the teacher and the class. Teams can select individuals for different group roles, such as project leader, secretary/recorder, graphic artist, etc. Students will role play a team meeting to demonstrate how a team meeting might look and sound. Content Standards: CCSS.ELA-Literacy.CCRA.W.7 CCSS.ELA-Literacy.CCRA.W.8 CCSS.ELA-Literacy.CCRA.W.9	Teacher Observation Team meeting notes and Journal Reflections on the success of group activities.

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize that it is possible to have a variety of personal goals.	Whole Group/Individual: Discuss: 1. What a goal is. 2. Outline the steps needed to achieve it. 3. Consider possible obstacles and ways to deal with them. 4. Set deadlines. View Video www.goodcharacter.com/BCBC/Goals.html Discuss how goals can reflect personal wishes, academic goals, financial goals, physical achievements, etc. Social Studies GPS addresses establishing financial fitness goals at all grade levels. Resource materials available through GCEE and NCEE.	Students will answer discussion questions about setting goals and start to identify personal goals. These reflections can be recorded in their leadership journals. Students will begin to learn about strategies on how to become responsible for personal financial fitness. Students can work with the Financial Fitness for Life workbooks. Content Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.4	Students will maintain a leadership journal, where they will periodically write and reflect on setting and achieving personal goals. Students will complete activities designed to achieve financial fitness.
b. Review and set new short term goals on a regular basis.	Whole Group/Individual: Practice some goal setting exercises. In each case have the class go through the four step goal-setting process given in element a. Then have students write their own short term goals and provide opportunity for individual teacher conferences. Financial Fitness: Explain the elements of a saving plan and examples of goods or services for which people save to buy something in the future.	Students will practice the four step goal-setting process. Goal #1: Help a new kid in school feel included. Goal #2: Get a good summer job or activities. Goal #3: Stop violence on the school grounds. Financial Fitness: Goal #4: Earn enough money to buy a new bicycle. Goal #5: Raise money to buy a new computer for the school library. Students will create their own personal short-term goals for both their leadership growth and their financial fitness growth. Content Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.4	Teacher Conference Leadership Journal entry
c. Identify long term goals.	Whole Group/Individual: Explain the difference between long-term and short-term goals. Short term goals are achieved in a few months – less than a year. Long term goals may take a year or more to accomplish. Financial Goals: For example, a person might save for a vacation that he/she plans to take within a year. This is a short time goal. A person might also save for his or her college education. This is a long term goal.	Students will generate a list of long term goals that they would like to accomplish. Each student will meet with the teacher to determine which goals are feasible. Financial Goals: Student will select a long term financial goal. What is an incentive? They need to think about incentives to save. Content Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.4	Teacher Conferences Entry in Student Leadership Journal Assessment questions found in Student Workouts in *Financial Fitness for Life: Steps to Financials Fitness*

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Explain that the purpose of this lesson is to encourage the students to think about their future wants, to broaden their understanding of reasons to save, and to enhance their ability to make better saving decisions. *Financial Fitness for Life, Teacher's Guide. NCEE*		
d. Evaluate and modify personal goals.	Whole Group/Pairs/Individual: Discuss how setting goals require the development of a plan of action by the individual or group. The action plan needs to be evaluated and reviewed periodically to determine if the plan is working so that the goal will be accomplished. Action plans are often modified to ensure success. Have each student work with a partner to create an action plan for achieving their short term and long term goals. Establish a timeline for reviewing the plan and provide opportunities for students to revise their personal goals and action plans. Financial Fitness: Remind students that even if people save, they cannot have everything they want. So people must make choices among their wants. They must decide what to buy and what to continue to save for in the future. Discuss how banks and interest paid on savings help people reach their long term goals. Students need to develop a saving plan and determine how much they must save each week or month to achieve their goal. Using Financial Fitness *Teacher Guide*, teach the students how to keep track of their money in a bank savings account	Students will create an action plan to achieve their short term and long term goals. They will work with a partner until they are ready to write the plan in their leadership journal. Financial Fitness: Students will work in pairs. Each partner should explain his or her saving plan to the other. They need to decide where they will keep their savings. Students will learn how to keep track of the money in a bank savings account. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.4	Teacher Conferences Entry in Student Leadership Journal Assessment questions found in Student Workouts in *Financial Fitness for Life: Steps to Financials Fitness*
e. Identify personal experiences for achieving one's goals.	Individual: Have students write about a time when they succeeded at something. • Describe what happened. • How did that make you feel? • What did you learn from that experience? Whole Group/Individual: Discuss how failure is often the catalyst for success or a major change in life decisions. Discuss how important it is to learn from our mistakes.	Students will write about a time when they succeeded at something because they made it a goal and committed to it. Students may share experiences with the whole group or with a partner about successes and failures at achieving personal goals. They need to identify what they learned from the experiences. Students will write in their leadership journals about these experiences.	Entry in Leadership Journal.

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Have students write about when a goal was not achieved. • Describe what happened. • How did you deal with it? • What did you learn from it? • Did anything positive come out of it? Financial Fitness: Have students share when they have been successful at saving money to obtain goods or services they wanted.	Financial Fitness: Have students share in a group or in writing how they developed a saving plan. • First, they decided on a goal by choosing a good or service they would like to buy in the future. • Second, they decided how long they must save, how often they must save, and how much they must save to reach their goal. • Third, they evaluated different places to save by using a criterion of factors. • Finally, they express their personal feelings about being financial fit and responsible. Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.SL.1	Completion of activities in the *Student Workouts* from *Financial Fitness for Life: Steps to Financial Fitness* by the NCEE.

Leadership Curriculum: Grades 3-5
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts

Standard: CS.1 The student will understand that different settings affect leadership roles.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Understand that the student's role as follower or leader may change at different times.	Whole Group/Cooperative Groups: Teacher will read aloud the story *Through My Eyes* by Ruby Bridges. Teacher will explain that this account is a primary source. Then students will read the New York Times article describing the same event as an example of secondary sources. By comparing and contrasting the two sources, students will be able to form conclusions about Ruby's role as a follower and a leader.	Students will hear the story of Ruby Bridges. A discussion will identify Ruby as a leader as she walked bravely into her new school. The discussion will continue to identify the change she made from leader to student in the classroom as she learned to follow the rules and directions of her teacher. After the discussion, students will form small groups and prepare graphic organizers that compare and contrast primary and secondary sources to draw conclusions about Ruby's role as a follower and a leader. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.R.9	Students will create a graphic organizer comparing and contrasting two sources. Students will write a summary describing Ruby Bridges' role as a leader and a follower. A rubric will be used to evaluate essay.
b. Discuss the effects of changing situations upon leadership roles in the family, classroom, and school.	Whole Group/Interactive Read Aloud: As the teacher reads from the story *Through My Eyes* by Ruby Bridges, point out that black kindergarteners had to take a test to see if they qualified to attend one of the white schools. The NAACP pressured her parents to send Ruby. Her parents argued. Her father thought things (segregation) would never change. Her mother wanted Ruby to have the best education possible and was worth the risk. Ruby's story is an excellent example of how changing situations – laws – affect communities, families, schools, classrooms, and students. The book also provides excerpts from other people who share their viewpoints on The Little Rock Nine historical civil rights event.	Students will listen and interact as the teacher reads aloud Ruby Bridges' account of the civil rights historical event on desegregation and The Little Rock Nine. Students will use the Jigsaw method to work in small groups to causes and effects from different characters' perspectives: Ruby, her parents, the NAACP, the teacher, and her new classmates. Each student will determine possible feelings and concerns of their character. Students will write a summary of the character's perspective. Students will then discuss how each perspective's leadership roles changed. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.R.9	Teacher Observation of Jigsaw Groups Student summaries on characters' perspectives

Standard: CS.2 The student will identify his or her community and community needs.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Distinguish between the needs and wants of communities within the class, school, locality, and state.	Whole Group: Discuss the definitions of needs and wants and how they are different. Needs are the things people need to survive, while Wants are things that people would like to have to make their lives easier or better. Start a graphic organizer to record students' responses to the needs and wants in their classroom, school, locality, and state. After the graphic organizer is developed, have a discussion on the similarities and the differences between the communities.	Students will brainstorm *Needs and Wants* lists for their classroom, school, locality, and state. Students will discuss the similarities and the differences between the communities and try to draw some conclusions about how needs and wants change with the size of the community. Content Standards: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.R.9	Class will create a graphic organizer identifying possible "Needs and Wants" for the class, school, locality, and state.
b. Demonstrate that good citizens discover and act upon some community needs based on the ideas of care, respect, and dignity for all people.	Whole Group/Interactive Read Aloud/Small Groups: Brainstorm a list of items or needs homeless people might benefit from. Then read aloud the story of *A Rose for Abby*. Abby notices the problems of the homeless people in her community. She solicits the help of her neighbors to create a day when the whole community comes together to feed the homeless. Discuss respect and dignity and how that is significant when Abby finds the paper rose.	Students will listen to the story, *A Rose for Abby*. The young girl, Abby, notices the problems of the homeless people in her community. She solicits the help of her neighbors to create a day when the whole community comes together to feed the homeless. After hearing the story, students will work in small groups to brainstorm some ideas that might help people in their community. Students will then share their ideas with the class. Content Standards: CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.SL.4	Student will create a letter from either Abby's or the Old Lady's point of view where they share their feelings and thoughts with each other and express their gratitude.
c. Recognize that compromises, sacrifices, and consequences are part of making community choices.	Whole Group/Partners: After reading *A Rose for Abby*, create a list of what each member of the community contributed to the success of the dinner. Discuss whether there were compromises, sacrifices and consequences in participating in this community project. Have the students generate lists with a partner of other examples of good citizens helping others. After listing to the examples, the teacher will pick the ones that demonstrate compromises, sacrifices, and consequences on the part of the community. Students can work in small groups to identify possible compromises for their situation.	Students will participate in a discussion about how communities make choices to meet needs and wants of the community. With a partner, students will generate examples of good citizens helping others. Students will work in small groups to identify possible compromises for their situation. Content Standards: CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.SL.4	Students will participate in discussion groups, identify examples of community choices. Teacher Observation

Standard: CS.3 The student will explore the concept of citizenship.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Describe the roles and responsibilities of a citizen in the family, class, and school.	Whole Group/Individual: Discuss what being a good citizen means. Using the social studies textbook refer to the chapter on citizenship. Discuss how democracy and citizenship influence each other.	Students will define the meaning of *responsibility* and citizenship. Each student will compare their responsibilities at home and at school using a Venn diagram or a pictograph. They will then determine which ones contribute to being a good citizen. Students will learn the meaning of citizenship as they research in groups using their text books. Each group will make a list of some of the duties of an American citizen and present one thing that they can do to make their neighborhood or local community better. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.R.2	Students will complete a graphic organizer showing activities that support good citizenship at school and at home. Students will complete assignments on citizenship from social studies textbook.
b. Recognize and describe ways that good citizens assume active roles in the family, class, and school.	Whole Group: Teach the 7 Ways to Be a Good Citizen. • Care about your community, state, and country. • Obey the laws and rules. • Improve something in your home or neighborhood. • Take the time to learn about how your government works. • Involve yourself by becoming a leader at school or at your place of worship. • Zero in on something that needs fixing and work with others to do the job. • Encourage your parents and other adults you know to vote. • Never forget to show respect for people, animals, plants, and property. *A Leader's Guide to Being Your Best*. Lesson 3: Citizenship. Individual: Each student will select a well-known good citizen either from the past or present. Students can read or view articles or videos about that person. Then write a short report about their citizen. Students need to describe what that person has done to show good citizenship	Students will learn the 7 Ways to Be a Good Citizen. They will discuss and share examples they have experienced, seen, or thought about in their own lives. Each student will select a well-known good citizen either from the past or present. Students can read or view articles or videos about that person. Then write a short report about their citizen. Students need to describe what that person has done to show good citizenship. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.SL.4	Participate in discussions. Write a report on a well-known good citizen.

Standard: CS.4 The student will explore the concept of protecting and caring for people and things.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Investigate ways in which good leaders are concerned about their community.	Whole Group/Partners: Talk about literary characters and biographies the class has studied who demonstrated concerns about their communities. For example, *The Chronicles of Narnia* has several characters that cared and protected their friends from the evil witch and her army. In *A Rose for Abby*, Abby cared enough about the homeless people to organize a dinner. In *The Yellow Star*, the King showed his people how to protect themselves from the Nazi demands. Have the students work with partners to generate two graphic organizers – one with literary characters and another with real people. The students will describe events that showed how these people cared and protected the people and things they loved.	Students will participate in the discussion about literary characters and biographies the class has studied who demonstrated concerns about their communities. Students work with partners to generate two graphic organizers – one with literary characters and another with real people. The students will describe events that showed how these people cared and protected the people and things they loved. Content Standards: CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.SL.4	Participate in class discussion. Create two graphic organizers identifying real and fictional leaders.
b. Provide personal examples of protecting and caring for people and things in the class, school, and community.	Whole Group/Small Group: Share examples of when students have protected and cared for people and things. Talk about these experiences could be helpful to others. Have the students work in small groups to develop safety flyers that provide safety tips and rules to be shared with others in the school.	Students will work in small groups to create a safety flyer. The group will select a topic, brainstorm safety tips and rules. Flyers may be copied and handed out to students in other classrooms, other grade levels, or in the neighborhood. Content Standards: CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.SL.4 CCSS.ELA-Literacy.CCRA.SL.5	Creation of Safety Flyers
c. Demonstrate and provide examples of unselfish behavior.	Whole Group: Explain that caring for others can be shown through thoughts, words, actions, and gifts. Think about literary characters and real-life people who have shown courage and unselfish behaviors. For example, The Lion in *The Chronicles of Narnia* voluntarily gives up his own life to save the life of Edmund.	Students will share examples of literary characters and real-life people who have shown courage and unselfish behaviors. At the end of each school day, each student will write in their Reflection Journal a statement about something they did for someone else.	Participation in class discussion Entry in Reflection or Leadership Journal

Standard: CS.4 The student will explore the concept of protecting and caring for people and things.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	President Kennedy at his inauguration spoke the words, "And so, my fellow Americans: ask not what your country can do for you – ask what you can do for your country." This speech led to the creation of the Peace Corp. At dismissal each day, ask each student to tell the teacher something they did for someone else – some act of kindness or unselfish behavior. It will change the learning climate in your classroom.	Content Standards CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.SL.4	

Standard: CS.5 The student will practice leadership through service in a variety of communities.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize that community needs can be more important than individual benefits.	Whole Group/Partners: Discuss that it is through community service that leadership skills develop and grow. Discuss how community needs can outweigh individual wants, such as an individual might want to drive fast to get to a meeting, but the community needs to recognize ways to drive safely, so they put up traffic lights and speed limits. Have students work as partners to generate more examples.	Students can brainstorm in small groups, examples of things that communities might need. Students can think of other examples where the community needs outweigh the desires of individual wants. Partners can make flip books that display individual benefits affected by community needs. Content Standards: CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.SL.4 CCSS.ELA-Literacy.CCRA.SL.5	Participate in small group. Create a flip book.
b. Identify cases of good leaders volunteering to help people in need at the class, school, and local levels.	Whole Group/Individual: Review past lessons on biographies of famous people in American history who used their leadership skills to help the people of their community and their country. For example, Benjamin Franklin, Thomas Jefferson, Martin Luther King, Jr., Cesar Chavez, etc.	Each student will select a well-known leader either from the past or present. Students can read articles or view videos about that person. Then write a short report about how they helped people and made their lives better. Students need to describe some specific leadership traits this person has demonstrated. Content Standards: CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.SL.4 CCSS.ELA-Literacy.CCRA.SL.5	Write a report. Writing Rubric.
c. Develop a service learning project for the school, community or home.	Whole Group/Individual: Explain the 10 Steps to Planning a Service Project from A Leader's Guide to Being Your Best. Lesson 2: Caring/Service. Refer to The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference. Topics include animals, community development, the environment, friendship, hunger, literacy, government, safety, senior citizens, and more. Corporation for National Service (www.cns.gov) matches people of all ages with opportunities to serve their community.	Students will develop a service learning project with the following steps: • Research your project. • Form a team. • Find a sponsor. • Make a plan. • Think about who you'll be helping. • Decide where you'll do your service. • Get permission. • Spread the word. • Raise money (if you need to). • When your project has ended, evaluate it.	Teacher Observations and Conferencing Write a plan for the project Present plan to the class Presentation Rubric

Standard: CS.5 The student will practice leadership through service in a variety of communities.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
	Voices of Youth (www.unicef.org/voy) has links and information about children around the world sharing their ideas for the future, activism and children's rights.	Conference with teacher as each step is completed. Your plan must be approved before you can move forward. Use your leadership skills as you work on this project. Content Standards: CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2 CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.8 CCSS.ELA-Literacy.CCRA.W.9	

Leadership Curriculum: Grades 6-8
Strand: Self Knowledge

Leadership requires knowledge of self and an awareness of one's relationship to others. This self-knowledge assists students in clarifying their identity, self-image, and roles in a variety of communities. Students are able to assess their present strengths and weaknesses and realize their potential for leadership.

Standard: SK.1 The student will examine elements of his or her own self-image.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Investigate ways in which peers can influence a person's self-image, such as through fashion and social activities.		Students will reflect on their own experiences and then write a description of a personal situation in their life where family members or friends expressed their support when the student felt unsure about a challenging task. The student will explain how these outside factors influenced self-confidence and a desire to succeed. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.3	Student will select a main character to write an essay on how events in the story contributed to that character's changing sense of self.
b. Explore personal interests, values, and skills that support personal growth as leaders.	Whole Group/Independent Activity: Teacher will ask the students to review their Getting to Know Me surveys and then identify personal strengths, weaknesses, likes and dislikes. Teachers may use the interest inventory in *Teaching Gifted Kids in the Regular Classroom*.	Students will complete surveys about themselves, Getting to Know Me. Students will then compare their newest views to previous surveys from early grades. Students will note evidence of personal growth, similarities and differences on a graphic organizer. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.W.4	Student will analyze Venn Diagram, and write a brief summary describing personal changes in self- image over the years.
c. Examine effects of positive or negative self-image on relationships with others.	Whole Group/Brainstorming: The class will brainstorm a list of possible factors that might influence self-images.	<u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.W.4	Student will write a personal description and then share in either a large or small group their experience and influencing factors.

Standard: SK.2 The student will identify ways in which his or her behaviors influence others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify influences on one's own ideas and behaviors, such as family, friends, and media.			
b. Identify one's own attitudes and biases toward others, such as admiration or jealousy.			
c. Make personal predictions of future leadership roles and identify ways to achieve them.	Whole Group/Cooperative Groups: Teacher will review with students leadership qualities. In small groups students will discuss situations that will require them to examine their own behaviors and they will respond. *A Leader's Guide to Being Your Best. Lessons 10: Responsibility and Lesson 11: Safety.*	Students will make "Choice Logs." These logs will be used to record each individual's decisions where leadership skills need to be implemented. Ex: What if you are at a party and your friend's parents aren't there. Some of the kids find cans of beer in the refrigerator and they want to drink them. What do you think you might do? What steps would you take in an emergency? <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.W.2	Use of rubric on supporting opinions with supporting details and a rubric on participating in a small group. Write responses in "Choice Log."

Leadership Curriculum: Grades 6-8
Strand: Knowledge of Others

A leader influences the thoughts, feelings, and behaviors of others. Knowledge of others encourages students to consider and understand the way others view and respond to the world. As students develop effective communication skills and team building, their ability to work effectively with others is enhanced. Effective leadership lies in the ability to combine knowledge of self and knowledge of others in order to advance both personal and group goals.

Standard: KO.1 The student will identify the interests, values, styles, and behaviors of others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Consider the effects of gender, ethnicity, customs, and traditions on the interests, values, styles, and behaviors of others.			Student will analyze the actions and motives of characters from a selected story by selecting the most appropriate actions by the main characters.
b. Recognize contributions of people from different backgrounds and experiences.	Cooperative Groups: Divide the students into four groups: Community Leaders, School Leaders, State Leaders, and National Leaders. Have each group make a chart entitled, "Who's Responsible?" Write two column headings – WHO and WHAT. Each group will brainstorm responsibilities that people depend upon these leaders to do. Upon completion, have the charts displayed so that the small groups can participate in a Gallery Walk around the classroom. Provide post-it notes to each students in case they want to comment about the charts.	Students will be divided into four cooperative groups to make a chart entitled, "Who's Responsible?" Each group will brainstorm responsibilities that people depend upon these leaders to do. After the charts are completed, each group will display their chart. Then the groups will travel around the classroom to conduct a Gallery Walk so that they can read the responsibilities listed by the other groups. As they visit each chart they may write comments on post-it notes about responsibilities of school, community, state and national leaders. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.8	Teacher Observation Participation in group activity Participation in Gallery Walk
c. Create strategies to integrate new members into a group.	Whole Group/Cooperative Groups: After discussing the problems faced by Wanda as a new student in the school, work with the students to create a *New Student Welcoming Plan* for the school or for the class. The plan should involve the formulation of an action strategy to ensure that any new students are immediately involved in school and classroom activities	Students will create a welcome kit for students new to the school. The plan will focus on ways to make the new students feel comfortable. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.8	Students will complete a checklist of items deemed important in a Welcoming Kit.

Standard: KO.2 The student will interact with others to develop strategies that support and protect the needs of others.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Work in pairs, small and large groups, school, and community.	Throughout the school year the teacher needs to provide regular opportunities for students to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other: Share with the students a set of guidelines/rules when working in pairs and groups: Follow directions, Avoid arguments, Take turns, Share, and Talk out problems. *A Leader's Guide to Being Your Best*. Lesson 4.	Throughout the school year students will to work in pairs, cooperative groups and teams on a variety of projects that require students to interact and communicate with each other. Students will role play how to behave when working in pairs and groups by following the guidelines. Content Standard s: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2	Teacher Observation Successful Completion of Various Tasks, Activities, and Projects
b. Develop listening and questioning skills in order to comprehend and reflect with deeper understanding the ramifications of ideas, statements, and opinions in a variety of settings.			
c. Develop writing skills for providing directions/procedure, persuasive essays, and factual information for others to read and comprehend with clarity.			Students' letters of persuasion will be evaluated based on persuasive speech criteria.
d. Participate in situations that promote debates and reactions to classroom, school, and community concerns.			
e. Utilize appropriate forms of technology to communicate with others.			

Standard: KO.3 The student will practice teambuilding skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Leading and participating in team projects for the class, school, and /or community.	Throughout the school year the teacher needs to provide regular opportunities for students to work on team projects. Each student needs to opportunity to function as a team leader.	Throughout the school year students will work on team projects. Each student will maintain a Leadership Journal. In the journal each student will write reflections about the experiences of being a team member as well as being a team leader. Content Standards : CCSS.ELA-Literacy.CCRA.R.4	
b. Develop presentation skills in order to effectively share ideas in a variety of settings.			
c. Develop action plans that identify and assign individual roles and responsibilities required to achieve desired outcomes or solutions.			
d. Review the concepts of trust, responsibility, accountability, commitment, and shared vision.			

Leadership Curriculum: Grades 6-8
Strand: Knowledge of Leadership Skills

An effective leader demonstrates an ability to use personal skills that adapt to ever changing roles and situations while modeling responsible, ethical behavior. In this area of the curriculum, students will learn to take initiative and motivate others, practicing effective communication skills. Students will learn critical thinking skills, as well as learn to set goals, make decisions, manage resources, and to solve problems. .

Standard: LS.1 The student will identify the characteristics of leaders.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, competence, integrity, ethics (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).	Pairs/Partners: Teacher will assign students into pairs of partners. Each group will use Frayer's graphic organizer to learn the meaning of words that describe qualities of leadership. Students will also review vocabulary words from earlier grades: honesty, caring for others, civility, and fairness.	Students will work in pairs to understand the meanings of vocabulary words that describe the characteristics of leaders. Students will match real and literary leaders who reflect the characteristic of leaders that the students have identified and discussed.	Students will complete Frayer's Graphic Organizer using new vocabulary words that describe leadership qualities.
b. Analyze the effectiveness of leaders according to the traits they demonstrate.			
c. Demonstrate a specific leadership trait appropriate for activities in the classroom, school, community, and personal life.			
d. Identify situations where advances in technology affected the decisions leaders made.			

Standard: LS.2 The student will explore the role of the follower.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Discuss the loyalties of followers and where they place their support.	Whole Group/Individual: Teacher will read aloud the book, *The Yellow Star* by Carmen Deedy. After hearing the legend of the courage of the King of Denmark and how his actions influenced the Danish people, have students discuss why people followed the decisions of their leaders. Make text-to-text connections about leaders and followers with *Number the Stars, Snow Treasure, The Underground Railroad*, etc. Discuss the role of followers as it applied to GPS History elements (ex. the Revolutionary War, the Iraq War, and the Presidential Election process).	The students will listen to the teacher read aloud the book, *The Yellow Star* by Carmen Deedy. The students will discuss how followers support the causes of their leaders. Discuss how followers can show as much courage as leaders for causes they believe in. Students will make text-to-text connections with novels and textbooks they have read about followers and leaders. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.SL.4 CCSS.ELA-Literacy.CCRA.R.3	Students will write a personal reaction about the importance of following the requests of the leaders.
b. Understand and explain the importance of active participation as a follower.	Whole Group: Teacher will lead discussion about the importance of each person to find information about important issues so that they will be an informed follower. Discuss the responsibility as a team member to the decisions of the group and the ability to be flexible when there are changes. Whole Group: Teacher will lead discussion about the responsibilities of followers to be participants in the completion of projects… to be active participants.	Students will identify historical situations where common men and women needed to be informed and aware of political decisions and how those decisions affected their lives and their actions. Ex. Patrick Henry was informed about political events, and that gave him the courage to announce the arrival of the British troops and the beginning of the Revolutionary War. As students work on social studies and science projects, they need to recognize the role of flexibility when they are a member of a team. <u>Content Standards:</u> CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.SL.4 CCSS.ELA-Literacy.CCRA.R.3	Students will complete a cause and effect graphic organizer that displays historical events and their effects on individuals. Students will write a personal reaction in their journals about times when they needed to be flexible.
c. Learn when and how to question leadership respectfully.			
d. Discuss the concept of civil disobedience.	Whole Group: Teacher will lead discussion about the meaning of civil disobedience and to study historical examples.		

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Analyze and interpret purpose, meaning, and expression of feeling within variety of situations.			
b. Use effective written, verbal, and nonverbal skills to present information.			
c. Identify the difference between facts and opinions.	Whole Group: Provide a mini lesson explaining the differences between facts and opinions. Individual: After students understand that opinions have a quality of flexibility and are influenced by facts, instruction can focus on persuasive writing, essays, letters, debates, etc. Students will need these skills to obtain support when developing service learning projects in their classrooms, school, and community.	Students will determine if statements about President Obama are facts or opinions. Students will write persuasive letters to their classmates to gain support on topics applicable to the setting (i.e. Convince your classmates that they should replace processed food snacks with healthy food items.). Letters must include facts to support their opinions. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.R.4 CCSS.ELA-Literacy.CCRA.W.4	Completion of fact and opinion worksheet. Persuasive Letters will be evaluated using a Persuasive Writing Rubric.
d. Provide and respond positively to constructive criticism.	Role Play: Demonstrate appropriate peer conversations for critiquing and providing feedback to peers and others. Train students on how to use rubrics and checklists to assess quality of projects, writings, speeches, performances. *Use the Peer Conferencing Summary in Lessons File.*	Students will practice and role play peer conferencing. One student will be the teacher and the other the student. They will role play a dialogue on how to provide positive and negative feedback for a piece of writing. They will also use the language of the rubric appropriate to the genre of the writing. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.SL.3	Teacher Observation Completion of Peer Conference Summary Sheet

Standard: LS.3 The student will communicate effectively in pairs, small groups, teams, and large groups.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
e. Examine one's own ideas and feelings in relation to those of others.			
f. Work toward consensus in groups.	Whole Group: Discuss the process of generating multiple solutions and then discuss how a team can come to a consensus on applying one solution.	Content Standard s: CCSS.ELA-Literacy.CCRA.SL.1	
g. Demonstrate team building skills that promote effective communication and project completion.	Role Play: Demonstrate appropriate peer conversations when working as a team member. Encourage brainstorming techniques; avoid interrupting others when speaking; adhering to timelines; completing individual assignments for the team project. Review this element whenever students are working on service learning projects.	Students may role play working as a team on a project to practice the element and understand expectations for appropriate behavior. After role playing students will implement strategies for working with a team and being a supportive member on a team.	Teacher observations, student reflections (either written or spoken), and project checklists.
h. Utilize technology and multimedia sources to create responses that are meaningful to individuals or groups concerning leadership.		Content Standard s: CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.4	

Standard: LS.4 The student will identify and practice decision making skills.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Evaluate potential outcomes of a decision.	Role Play/ Demonstration: Provide students with strategies to generate alternative solutions, such as brainstorming, using Socratic discussion, seeking advice from experts.	In small groups students will discuss each situation to generate alternative solutions. <u>Content Standard s:</u> CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2	Teacher Observations Peer Feedback
b. Consider advice from others when making decisions.			
c. Generate objectives and strategies to make effective decisions.			
d. Monitor and evaluate progress toward accomplishing objectives.			
e. Define and use parliamentary procedure to facilitate decision making			

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Define vision.	Whole Group: Discuss what vision is and how it influences leadership and goals.		
b. Relate personal goals to one's own vision.	Whole Group/Individual: Discuss: 1 . What a goal is. 2. Outline the steps needed to achieve it. 3 . Consider possible obstacles and ways to deal with them. 4. Set deadlines. View Video www.goodcharacter.com/BCBC/Goals.html Discuss how goals can reflect personal wishes, academic goals, financial goals, physical achievements, etc. Social Studies GPS addresses establishing financial fitness goals at all grade levels. Resource materials available through GCEE and NCEE.	Students will answer discussion questions about setting goals and start to identify personal goals. These reflections can be recorded in their leadership journals. Students will begin to learn about strategies on how to become responsible for personal financial fitness. Students can work with the Financial Fitness for Life workbooks. Content Standards: CCSS.ELA-Literacy.CCRA.R.1 CCSS.ELA-Literacy.CCRA.R.2	Students will maintain a leadership journal, where they will periodically write and reflect on setting and achieving personal goals. Students will complete activities designed to achieve financial fitness.
c. Develop a personal action plan to achieve goals.	Whole Group/Individual: Practice some goal setting exercises. In each case have the class go through the four step goal-setting process given in element b. Then have students write their own short term goals and provide opportunity for individual teacher conferences. Financial Fitness: Explain the elements of a saving plan and examples of goods or services for which people save to buy something in the future.	Students will practice the four step goal-setting process. Goal #1: Help a new kid in school feel included. Goal #2: Get a good summer job or activities. Goal #3: Stop violence on the school grounds. Financial Fitness: Goal #4: Earn enough money to buy a new bicycle. Goal #5: Raise money to buy a new computer for the school library. Students will create their own personal short-term goals for both their leadership growth and their financial fitness growth. Content Standard s CCSS.ELA-Literacy.CCRA.W.2 CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-Literacy.CCRA.W.4	Teacher Conference Leadership Journal entry

Standard: LS.5 The student will recognize the importance of setting goals.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
d. Recognize the risks involved in presenting one's personal vision.			
e. Consider the contributions of others to one's own vision.			
f. Celebrate personal accomplishments, achievements, and accountability that promote self-esteem and pride.			

Leadership Curriculum: Grades 6-8
Strand: Knowledge of Contexts and Situations

In order to become an effective leader, an understanding of personal skills and those of others must be applied in a variety of contexts and situations. In this area of the curriculum, students will learn and practice observation skills and how to assess critical and chaotic situations. Practicing leadership skills within the context of students' primary social groups will build competence and confidence to act in a variety of leadership roles and cross-cultural contexts

CS. 1 The student will understand that different settings affect leadership roles.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Identify situations where the student's role as a follower or leader may change to meet desired outcomes.			
b. Discuss the impact positive and negative conclusions or opinions might have on outcomes and determining the best solutions.			

CS. 2 The student will identify his or her community and community needs.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Compare, contrast, and evaluate the needs of communities within the school, locality, state, and nation.			
b. Demonstrate that good citizens predict some community needs based on the idea that group acceptance and belonging are important to all people			
c. Prioritize the needs of a community in terms of opportunities, benefits, and costs.			

CS. 3 The student will explore the concept of citizenship.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Summarize the roles and responsibilities citizens have in different communities within the school, locality, state, and nation.			
b. Select active roles to assume in the class, school, locality, state, and nation.			
c. Understand how state and local governments operate.			

CS. 4 The student will explore the concept of protecting and caring for people and things.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Define and apply the concept of stewardship.			
b. Illustrate examples of ways in which good leaders protect their community and its resources.			
c. Devise plans to take care of and preserve the school, local, state, and national communities.			
d. Identify ways to affect change or influence government about community concerns and issues.			

CS. 5 The student will practice leadership through service learning using a variety of approaches.			
Elements	**Teaching Tasks**	**Performance Tasks**	**Assessment Options**
a. Recognize that community needs can be more important than individual benefits.			
b. Develop an action plan to implement service learning projects.			
c. Illustrate altruistic behavior.			
d. Examine the idea that good leaders receive intrinsic reward by volunteering for community service.			
e. Integrate the use of technology and computers to support service learning projects.			

Correlation of Leadership Curriculum and Common Core Georgia Performance Standards

The correlation chart provides an immediate overview of the integration of the leadership curriculum with the Common Core Georgia Performance Standards (CCGPS). The Georgia Performance Standards drive the instructional programs throughout the state of Georgia. Therefore, the Leadership Curriculum was developed as a supplemental program where the standards and elements are incorporated into the instructional day. This alignment means that teachers do not need a separate lesson or activity for students to meet the mastery levels of the GPS elements and the Leadership elements.

The Correlation Guide matrix is beneficial to teachers and administrators for a number of reasons:

- Each leadership strand is featured with the GPS core subject areas – English/Language Arts (ELA), Math (M), Social Studies (SS), and Science (S).
- The matrix shows the alignment of two standards per page. One can immediate see the GPS core subjects that can be addressed with each individual leadership standard.
- The matrix provides a scope and sequence across the grade levels. It is easy to note the depth and rigor of the elements as the leadership program progresses through the grade levels.
- Teachers are able to quickly determine the cross-curricular standards that are also addressed in the core subject areas. This feature will save valuable lesson planning time.
- The correlation chart allows the teacher to recognize where leadership elements can be emphasized in the instructional activities.
- The correlation chart may be used to determine appropriate standards and at which grade level for extension projects, co-curricular activities, and extra-curricular projects.
- Teachers might find it useful to highlight the GPS elements as they are taught to ensure maximum coverage of critical power standards and elements that are tested on the state mandated assessments.

The Correlation of Leadership Curriculum and Georgia Performance Standards provide evidence that the two instructional programs are aligned and integrated to ensure quality instruction with the focus on leadership skills and activities.

Co-Curricular and Extracurricular Activities

Throughout the curriculum, leadership elements are emphasized in the instructional activities. Students who attend the Leadership Preparatory Academy will be expected to participate in extra-curricular and co-curricular activities. The following are suggestions for extension projects, co-curricular activities and extracurricular projects. Additional activities will be generated by teachers employed to engage them in the planning process. With an emphasis on ecological needs, earth saving resources, information, activities and projects are cited on the A lot Loving Green Toolbar.

Co-Curricular Activities are embedded in the Leadership Preparatory Academy instructional day in order to provide the students with opportunities to apply leadership skills in a variety of contexts and situations. Some examples are as follows:

- Leadership Trait of the Week
- School and Class Leadership Councils where each classroom will elect a council representative. The Leadership
- Council will function similarly to a student council, but it will address issues that focus on leadership and community needs.
- Monthly theme focusing on a specific leadership characteristic
- Kids Care Clubs http://www.kidscare.org . Dedicated to developing compassion and the spirit of charity in children. This organization provides children, families, schools, and religious groups with meaningful opportunities to help others in their local and global communities
- The school can also develop co-curricular activities that have culminating activities for each month. It is suggested that these activities utilize the activities and word-of-the-month from CharacterCounts. Each month focuses on a concept of leadership and character development (i.e. honest, citizenship, sharing, etc.). www.charactercounts.org.

Extra-Curricular Activities are an extension of the classroom. They provide an opportunity for learning that is not available during the regular school day. While many of the goals for extra-curricular activities are the same as those in the classroom, emphasis is placed upon proper values and life skills that will stay with the participants long after they leave school. One primary importance is helping the student learn how to deal with the many facets of competitions and teamwork that are invaluable in later life. Some suggested examples are:

- Boy Scouts and Girl Scouts of America
- Service Learning opportunities
- Greenpeace USA

The following project description is cited from the website, "Do Something" http://www.dosomething.org/projects_recent. It is a resource for service based extracurricular activities. The lesson descriptions are submitted by students.

"A party was held, and to get in, you had to donate 2 hygiene items. These were later placed into bags that were decorated, with soothing pictures and quotes. We then took these bags to a place called the refuge house. The refuge house is a temporary shelter for foster children. The kids' faces were so filled with hope and joy, and I was so excited. I felt a sense of accomplishment and hopefully making the children feel a little more welcome at the home. But, it didn't stop there. The refuge house still needed our help. They needed another office, so they were building one in San Antonio, TX. so, we helped them with an Applebee's fundraiser, and now... the children have a home!" http://www.dosomething.org/node/117364

Go-Green Activities and Projects are relevant and current for promoting leadership skills. The list below provides some examples of activities to promote Green Living.

- Students can generate a survey to help classmates, families, and the community assess the kinds of green living activities people participate in. This survey will provide valuable data to determine team projects that will directly impact the community and the earth. http://www.worldwatch.org/node/3915

- Students can research several case studies on the efforts industries have implemented to go green. Case study topics are Landfill Gas to Energy, Waste –to – Energy, Recycling, and Beneficial Land Reuse. Science experiments can be conducted to learn how waste is made into energy. www.thinkgreen.com

- Students can organize activities for Earth Day celebrations. One idea is to organize a "Green Field Day" Event. Students can compete against each other using recycled materials, completing tasks that are green in nature, etc. http://resources.kaboose.com/games.

Service Learning is a critical component of the Leadership Preparatory Academy. It will be through activities and projects such as these that will help to shape the character development of the students. The Leadership Council and Classroom Councils will be the driving force to determine the direction of future service learning projects.

Resources for Teacher Tasks and Student Performances

Corporation for National Community Service http://www.learnandserve.org/ and http://www.greenpeace.org/usa/getinvolved

Financial Fitness for Life: Steps to Financial Fitness: Teacher Guide and Student Workbooks. National Council on Economic Education. www.ncee.org. Contact www.gcee.org to obtain these teaching materials.

Georgia Performance Standards Curriculum adopted 2004. www.georgiastandards.org

Dormody, T.J., Seavers, B. "Predicting Youth Leadership Life Skills Development Among FFA Members in Arizona, Colorado, and New Mexico." *Journal of Agricultural Education*. Vol. 35, No. 2, p. 65.

Martin Luther King, Jr.: Fact or Opinion. Lesson resource www.education-world.com/a_lesson/TM/WS_MLK_248a.shtml

Leadership Curriculum adapted from Leadership for the 21st Century. www.doe.virginia.gov/VDOE/Instruction/leadership. Learn and Serve America http://www.learnandserve.org/

Lewis, Barbara. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. 1995. Free Spirit Publishing.

Rasinski, T. and Griffith, L. *American History: Building Fluency Through Practice and Performance*. 2007. Shell Education. ISBN: 978-1-4258-0113-7.

Resources and lesson plans for character education

http://www.goodcharacter.com/EStopics.html

http://www.goodcharacter.com/TchrRsrcLst.html

www.goodcharacter.com/BCBC/Goals.html

http://www.goodcharacter.com/dilemma/dilemma.html

Sejnost, R. and Thiese, S. *Reading and Writing Across Content Areas.* 2001. Corwin Press. ISBN: 1-57517-362-X.

A Service Learning resource www.goodcharacter.com/SERVICE/service.html a resource for Service Learning

Teacher Resource Center for the Georgia Department of Education

www.glc.k12.ga.us/trc/

www.glc.k12.ga.us/news/NewsItems/inside.htm

www.glc.k12.ga.us/pandp/

www.glc.k12.ga.us/gei/cluster.asp?TxPartner=Character+Education+Lessons+and+Activities&CallType=TR&PartnerPath=epd

Learning to Give offers lesson plans, activities, and resources to educate youth about the power of philanthropy: Teaching the Importance of Voluntary Action for the Common Good in a Democratic Society http://www.learningtogive.org/philthemes/

University of Illinois Extension lesson resource http://www.urbanext.uiuc.edu/conflict/index.html

Websites for Teacher Resources

http://www.ase.org/section/_audience/educators/lessons/elem/

http://www.ase.org/section/_audience/educators

http://www.instructorweb.com/lesson/greatamericans.asp

http://www.instructorweb.com/lesson/goodcitizenship.asp

http://givinggame.org/

http://www.urbanext.uiuc.edu/ce/strat-index.html

Trade Book References for Sample Teacher and Student Tasks

Booklists provided by Boston University. Grades K-5. www.bu.edu/sed/caec/documents/

Ancona, G, Ada, A.F., and Campoy, F.I. *Mi barrio: my neighborhood.* 2005.

Barrett, J. *Cloudy With a Chance of Meatballs*. 1978. Scholastic Inc. Berenstain, S. and

J., *The Berenstain Bears* series. Random House Publishing *The Berenstain Bears and*

the Bully. 1993. ISBN 10: 0679848053.

The Berenstain Bears and the Green-Eyed Monster. 1995. ISBN: 10: 0679864342.

The Berenstain Bears and the In-Crowd. 1989. ISBN: 10: 039483013X.

The Berenstain Bears and Too Much Junk Food. 1985. ISBN: 10: 0394872177.

The Berenstain Bears to the Rescue. 1983.

Bridges, Ruby. *Through My Eyes.* 1999. Scholastic, Inc. ISBN: 0-590-54630-9.

Brown, Marc. *Arthur and the Crunch Cereal Contest*. 1998. Little, Brown Young Readers. ISBN-10: 0316115533. Carlson,

N. *I Like Me*. 1990. Puffin. ISBN-10: 0140508198.

Cohen, B. and Duffy, D.M. *Molly's Pilgrim*. 1998. HarperCollins; Revised edition. ISBN-10: 0688162797.

Cooney, B. *Miss Rumphious*. 1982. Viking Penguin. ISBN: 0-14-050539.

Cowen-Fletcher, J. *It Takes a Village*. 1994. Scholastic, Inc. ISBN: 0-590-46598. Deedy,

C. *The Yellow Star*. 2000. Peachtree Publishers. ISBN: 1-56145-208-4.

Demi. *The Empty Pot.* 2007. Henry Holt and Co. BYR Paperbacks; First Edition. ISBN-10: 0805082271.

De Paola, Tomie. *The Legend of the Blue Bonnett*. 1983. Penguin Putnam Books for Young Readers. ISBN: 0-698-11359-4. DePaola,

Tomie. *Now One Foot, Now the Other.* 1981. Penguin Putnam Books for Young Readers. ISBN: 10-0142401048. Di Camillo, K. *Great*

Joy. 2007. Candlewick. ISBN 10: 0763629200.

Di Camillo, K. *The Miraculous Journey of Edward Tulane*. 2006. Candlewick. ISBN 10: 0763625892. Estes,

E. *The Hundred Dresses*. 1944. New York: Harcourt Brace and Company.

Guthrie, Donna. *A Rose for Abby*. 1988. Abingdon Press/Nashville. ISBN: 0-687-36586-4.

Hutchins, P. *The Doorbell Rang*. 1989. Harper Trophy. ISBN 10: 0689826826.

Kellogg, S. *The Island of the Skog*. 1973. Dial Books for Young Readers. ISBN: 0-8037-4122-7.

Kunhardt, E. and Zeldis, M. *Honest Abe*. 1998. HarperTrophy. ISBN-10: 0688158382.

Lester, H. *Me First*. 1995. Houghton Mifflin/Walter Lorraine Books. ISBN-10: 0395720222.

Lewis, Barbara. *Being Your Best: Character Building for Kids 7-10*. 2000. Free Spirit Publishing. ISBN: 1-57542-064-3.

Lewis, Barbara. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*. 1995. Free Spirit Publishing. Lewis,

C.S. *The Chronicles of Narnia.* 1950. Scholastic, Inc. ISBN: 0-590-25476-6.

Lowry, L. *Number the Stars*. 1989. Houghton Mifflin/Walter Lorraine Books.

McSwigan, M. *Snow Treasure*. 1942. 2nd ed. 2006. Puffin Publishers.

Muth, J.J. *The Three Questions*. 2002. Scholastic Press. ISBN 10: 0439199964.

Paterson, K. *Bridge to Terabithia*. 1977. Harper & Row Publishers, Inc. ISBN: 0-06-440184-7.

Pfister, M. *The Rainbow Fish*. 1992. North-South Books, Inc. ISBN 10: 1558580093.

Piper, W. *The Little Engine That Could*, 1990.Grosset & Dunlap. ISBN 10: 0448400715.

San Souci, R., and Pinkney, J. *The Talking Eggs*. 1989. Dial 1st ed edition. ISBN-10: 0803706197.

Seuss, Dr. *Horton Hatches the Egg*. 1940. Random House Books for Young Readers; 1 edition. ISBN-10: 039480077X.

Spinelli, E. *Somebody Loves You, Mr. Hatch.* 1991. Simon & Schuster Books for Children. ISBN: 0-02-786015-9.

Viorst, J. *Alexander Who Used to be Rich Last Sunday.* 1997. Aladdin. ISBN 10: 0689711999.

Wells, R. *Noisy Nora.* 1973. Scholastic, Inc. ISBN: 0-590-44276-7.

Williams, V. *A Chair for My Mother.* 1984. Harper Trophy. ISBN 10: 0688040748.

Wood, A. *The Red Racer*. 1999. Aladdin. ISBN 10: 0689826826

Kindergarten Booklist
Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

CITIZENSHIP

Brenner, Martha. *Abe Lincoln's Hat.*

Harness, Cheryl. *Three Young Pilgrims.*

Neale, John. *Good King Wenceslas.*

COMPASSION

The Good Samaritan.

Hughes, Shirley. *Dogger.*

Lobel, Arnold. *Frog and Toad Are Friends.*

Schechter, Ben. *Great Uncle Albert Forgets.*

COURAGE

David and Goliath.

Henkes, Kevin. *Chrysanthemum.*

Hughes, Shirley. *Alfie Gives a Hand.*

Lyon, George Ella. *Cecil's Story.*

Waber, Bernard. *Ira Sleeps Over.*

Wattenberg, Jane. *Henny Penny.*

DILIGENCE

Burson, Virginia Lee. *Mike Mulligan and His Steam Shovel.*

The Little Red Hen.

Lionni, Leo. *Tillie and the Wall. The Three Little Pigs.*

The Tortoise and the Hare.

RESPECT

Cinderella.

Goldilocks and the Three Bears.

Johnny Appleseed.

MacLachlan, Patricia. *All the Places to Love.*

Zolotow, Charlotte. *It's Not Fair!*

SELF-MASTERY

Demi. *The Stonecutter: A Japanese Folktale.*

King Midas and the Golden Touch.

Potter, Beatrix. *The Tale of Jeremy Fisher.*

Zolotow, Charlotte. *The Hating Book.*

TRUTH

Anderson, Hans Christian. *The Ugly Duckling.*

Demi. *The Empty Pot.*

Ness, Evaline. *Honest Abe.*

Ness, Evaline. *Sam, Bangs, and Moonshine.*

RESPONSIBILITY

DePaolo, Tomie. *Now One Foot, Now the Other.*

Dr. Seuss. *Horton Hatches the Egg.*

Dr. Seuss. *Horton Hears a Who!*

Friedrich, Elizabeth. *Leah's Pony.*

Heine, Helme. *The Pearl.*

First Grade Booklist
Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

CITIZENSHIP

Benchley, Nathanial. *Sam the Minuteman.*

Chaikin, Miriam. *Exodus*

DePaulo, Tomie. *The Legend of Bluebonnet.*

Wallner, Alexandra. *Betsy Ross.*

COMPASSION

Bunting, Eve. *How Many Days to America: A Thanksgiving Story.*

Langton, Jane. *The Queen's Necklace: A Swedish Folktale.*

Steptoe, John. *Mufaro's Beautiful Daughters.*

Turkle, Brinton. *Thy Friend, Obadiah.*

Wilde, Oscar. *The Selfish Giant.*

COURAGE

Greene, Carol. *Pocohontas: Daughter of a Chief.*

Hort, Lenny. *The Boy Who Held Back the Sea.*

Steig, William. *Brave Irene.*

DILIGENCE

Hansel and Gretel.

Lee, Jeanne M. *Silent Lotus.*

Leeuwen, Jean Van. *Across the Wide Dark Sea: The Mayflower Journey.*

Piper, Watty. *The Little Engine that Could.*

Williams, Vera. *A Chair for My Mother.*

RESPECT

Cohen, Barbara. *Yussel's Prayer*

Ehrlich, Amy. *The Story of Hanukkah*

The Frog Prince

Hodges, Margaret. *Brother Francis and the Friendly Beasts.*

MacLachlan, Patricia. *Through Grandpa's Eyes.*

Martin, Rafe. *The Rough-Face Girl.*

RESPONSIBILITY

Baumann, Kurt. *The Story of Jonah.*

Waters, Kate. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy.*

Yolen, Jane. *Good Griselle.*

SELF-MASTERY

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*

Winter, Jeanette. *The Shaker Boy.*

Young, Ed. *Lon Po-Po: A Red Ridinghood Story From China.*

Zemach, Margot. *It Could Always Be Worse.*

TRUTH

The Pied Piper of Hamelin.

Potter, Beatrix. *The Tale of Peter Rabbit.*

The Adventures of Pinocchio. Adapted by Sue Kassirer.

The Emperor's New Clothes.

Second Grade Booklist
Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

CITIZENSHIP

Adler, David. *A Picture Book of Harriet Tubman.*

Adler, David. *A Picture Book of Frederick Douglas.*

Fritz, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address.*

Kroll, Steven. *By the Dawn's Early Light: The Story of the Star-Spangled Banner.*

COMPASSION

Broadmann, Aliana. *The Gift.*

Hodges, Margaret. *The Golden Deer.*

Wilde, Oscar. *The Happy Prince.*

Williams, Jay. *Everyone Knows What a Dragon Looks Like.*

Williams, Margery. *The Velveteen Rabbit.*

COURAGE

Brenner, Barbara. *Wagon Wheels. Daniel in the Lion's Den.*

Demi. *The Magic Tapestry*: *A Chinese Folktale*.
Garland, Sherry. *The Lotus Seed.*

Schwartz, Howard. *The Sabbath Lion. Theseus and the Minotaur.*

DILIGENCE

Anderson, Hans Christian. *The Wild Swans.*

Bartone, Elisa. *Peppe the Lamplighter.*

Fraser, Mary Ann. *The Ten Mile Day: The Building of the Transcontinental Railroad.*

Hodges, Margaret. *Hidden in the Sand.*

Keats, Ezra Jack. *John Henry: An American Legend.*

RESPECT

Beauty and the Beast.

Coatsworth, Elizabeth. *The Cat Who Went to Heaven.*

Cohen, Barbara. *Molly's Pilgrim.*

Goble, Paul. *The Girl Who Loved Wild Horses.*

Say, Allan. *The Bicycle Man.*

Yolen, Jane. *The Emperor and the Kite.*

SELF-MASTERY

Coerr, Eleanor. *The Josefina Story Quilt.*

Jarell, Randall. *The Fisherman and His Wife.*

MacLachlan, Patricia. *Sarah, Plain and Tall.*

Steig, William. *Sylvester and the Magic Pebble.*

RESPONSIBILITY

Cherry, Lynne. *The Great Kopak Tree: A Tale of the Amazon Rain Forest.*

Clark, Ann Nolan. *In My Mother's House.*

Cooney, Barbara. *Miss Rumphius.*

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt.*

Singer, Isaac Bashevis. *Why Noah Chose the Dove.*

TRUTH

Aardema, Verna. *Why Mosquitoes Buzz in People's Ears: A West African Tale.*

Ada, Flor. *The Gold Coin.*

Babbitt, Natalie. *Bub or The Very Best Thing.*

Belloc, Hillaire. *Matilda Who Told Such Dreadful Lies.*

Hodges, Margaret. *St. Jerome and the Lion.*

MacGill-Callahan, Sheila. *When Solomon Was King.*

Third Grade Booklist
Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

CITIZENSHIP

Fritz, Jean. *Can't You Make Them Behave, King George?*

Fritz, Jean. *Shh! We're Writing the Constitution.*

Rabin, Staton. *Casey Over There.*

Sewall, Marcia. *The Pilgrims of Plimoth.*

Wolkstein, Diane. *Esther's Story.*

COMPASSION

Anderson, Hans Christian. *The Little Match Girl.*

Bunting, Eve. *Clancy's Coat. Damon and Pythias.*

Lattimore, Deborah. *The Sailor Who Captured the Sea.*

White, E.B. *Charlotte's Web.*

COURAGE

Coles, William. *The Story of Ruby Bridges.*

Dalglies, Alicia. *The Courage of Sarah Noble.*

Early, Margaret. *William Tell.*

Lowry, Lois. *Number the Stars.*

Miller, William. *Frederick Douglass: The Last Day of Slavery.*

DILIGENCE

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes.*

Grimm. *Seven Ravens.*

Martina, Bill, and Archambault, John. *Knots on a Counting Rope.*

Purdy, Carol. *Least of All.*

RESPONSIBILITY

Byars, Betsy. *The Summer of the Swans.*

Giblin, James. *George Washington: A Picture Biography*. Kipling, Rudyard. *Rikki Tikki Tavi.*

Roop, Peter and Connie. *Keep the Lights Burning, Abbie.*

Seuss, Dr. *Horton Hatches an Egg.*

SELF-MASTERY

Miles, Miska. *Annie and the Old One.*

Lawson, Robert. *Ben and Me.* Yagawa, Sumiko. *The Crane Wife.*

TRUTH

Carroll, Lewis. *Alice in Wonderland* (abridged version)

Sabin, Francene. *Young Abigail Adams.*

Steig, William. *The Real Thief.*

Wisniewski, David. *Elfwyn's Saga.*

RESPECT

Banks, Lynn Reid. *The Indian in the Cupboard.*

Hodges, Margaret. *The Kitchen Knight.*

Longfellow, H.W. *Hiawatha.*

Wood, Douglas. *Old Turtle.*

Fourth Grade Booklist
Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

CITIZENSHIP

Hodges, Margaret. *St. George and the Dragon.*

Longfellow, H.W. *Paul Revere's Ride.*

Quackenbush, Robert. *Once Upon a Time: A Story of the Brothers Grimm*

COMPASSION

Burnett, Francis Hodgson. *The Little Princess.*

Coles, Robert. *The Story of Ruby Bridges.*

DeJong, Meinder. *The House of Sixty Fathers.*

Estes, Eleanor. *The Hundred Dresses.*

Gerstein, Mordicai. *The Giant.*

Lister, Robert. *The Legend of King Arthur.*

Paterson, Katherine. *The Great Gilly Hopkins.*

Smith, Doris. *The Taste of Blackberries.*

DILIGENCE

Burnford, Sheila. *The Incredible Journey.*

Paulson, Gary. *Hatchet.*

White, E.B. *The Trumpet of the Swan.*

Wilder, Laura Ingalls. *Little House in the Big Woods.*

RESPECT

Banks, Lynn Reid. *The Indian in the Cupboard.*

Burnett, Francis Hodgson. *The Little Princess.*

Hodges, Margaret. *The Kitchen Knight.*

McCurdy, Michael, Ed. *Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words.*

Speare, Elizabeth George. *The Sign of the Beaver.*

RESPONSBILITY

Lewis, C.S. *The Lion, the Witch, and the Wardrobe.*

Lister, Robin. *The Legend of King Arthur.*

Souci, Robert San. *Kate Shelley: Bound for Legend.*

SELF-MASTERY

Paterson, Katherine. *The Great Gilly Hopkins.*

Porter, Eleanor. *Pollyanna.*

Rylant, Cynthia. *Missing May.*

Thayer, Ernest L. *Casey at the Bat.*

TRUTH

Chaucer. *The Canterbury Tales.* Selected and retold by Barbara Cohen.

Creech, Susan. *Walk Two Moons.*

Juster, Norton. *The Phantom Tollbooth.*

Sachar, Louis. *Holes.*

COURAGE

de Angeli, Marguerite. *The Door in the Wall.*

O'Brien, Robert. *Mrs. Frisby and the Rats of NIMH.*

O'Dell, Scott. *Island of the Blue Dolphins.*

Rowling, J. K. *Harry Potter (*series*).*

Sir Gawain and the Green Knight. Retold by Selina Hastings.

Winthrop, Elizabeth. *The Castle in the Attic.*

Fifth and Sixth Grade Booklist
Created by the Center for the Advancement of Ethics and Character (CAEC) May 2002

CITIZENSHIP

Ferris, Jeri. *Walking the Road to Freedom: A Story about Sojourner Truth.*

Freedman, Russell. *Lincoln: A Photobiography.*

COMPASSION

Armstrong, William. *Sour Land.*

Armstrong, William. *Sounder.*

Byars, Betsy. *The Summer of the Swans.*

Creech, Sharon. *Walk Two Moons.*

Fleischman, Sid. *The Whipping Boy.*

Henry, O. *The Gift of the Magi.*

McKinley, Robin. *The Hero and the Crown.*

Shaw-MacKinnon, Margaret. *Tiktala.*

Speare, Elizabeth. *The Witch of Blackbird Pond.*

DILIGENCE

Blos, Joan. *A Gathering of Days: A New England Girl's Journal.*

Gray, Elizabeth Janet. *Adam of the Road.*

Paterson, Katherine. *Lyddie.*

Rauls, Wilson. *Where the Red Fern Grows.*

COURAGE

Burnett, Frances Hodgson. *The Secret Garden.*

George, Jean Craighead. *Julie of the Wolves.*

L'Engle, Madeleine. *A Wrinkle in Time.*

McKinley, Robin. *The Hero and the Crown*

O'Dell, Scott. *Black Star, Bright Dawn.* O'Dell, Scott. *Island of the Blue Dolphins.*

Paterson, Katherine. *Bridge to Terebithia.*

Peck, Robert Newton. *A Day No Pigs Would Die.*

Tolkein, J.R.R. *The Hobbit* and *The Lord of the Rings* (series).

SELF-MASTERY

Alcott, Louisa May. *Little Women.*

Armstrong, William. *Sounder.*

Dahl, Roald. *Charlie and the Chocolate Factory.*

TRUTH

Avi. *The True Confessions of Charlotte Doyle.*

Babbit, Natalie. *Tuck Everlasting.*

L'Engle, Madeleine. *A Wrinkle in Time.*

Speare, Elizabeth. *The Witch of Blackbird Pond.*

RESPECT

Blume, Judy. *Iggie's House.*

Blumberg, Rhoda. *Commodore Perry in the Land of Shogun.*

Brenner, Barbara. *On the Frontier with Mr. Audubon.*

Mukerji, Dhan Gopal. *Gay Neck: The Story of a Pigeon.*

O'Dell, Scott. *Sing Down the Moon.*

Robinson, Barbara. *The Best Christmas Pageant Ever.*

Clapp, Patricia. *Constance.*

Cohen, Barbara. *Thank You, Jackie Robinson.*

Lenski, Lois. *Strawberry Girl.*

Lester, Julius. *To Be a Slave.*

Lowry, Lois. *Number the Stars.*

Sebestyen, Ouida. *Words By Heart.*

Sperry, Armstrong. *Call It Courage.*

Taylor, Mildred. *Roll of Thunder, Hear My Cry.*

Taylor, Theodore. *The Cay.*

RESPONSIBILITY

Avi. *The Barn.*

Brink, Carol Ryrie. *Andy Buckram's Tin Man.*

Cherry. *A River Ran Wild.*

Collier, James Lincoln. *My Brother Sam Is Dead.*

Cushman. *The Ballad of Lucy Whipple.*

de Saint-Exupery, Antoine. *The Little Prince.*

Fox, Paula. *The Slave Dancer.*

Freedman, Russell. *Lincoln: A Photobiography.*

Greene, Bette. *Summer of My German Soldier.*

Heinlien, Robert A. *Have Space Suit, Will Travel.*

Hunt, Irene. *Across Five Aprils.*

O'Dell, Scott. *Sing Down the Moon.*

Paterson, Katherine. *Lyddie.*

Speare, Elizabeth George. *The Sign of the Beaver.*

Sperry, Armstrong. *Call It Courage.*

Thresman, J. *When the Road Ends.*

Twain, Mark. *Tom Sawyer.*

Voight, C. *Dicey's Song.*

Appendix 3

Appendix 3A-Student Registration Form

Appendix 3B-Student Enrollment Packet

Appendix 3C-Parent Satisfaction Exit Survey

Appendix 3A

Student Registration Form

REGISTRATION FORM
2015-2016 School Year

Open Enrollment Information

Thank you for your interest in Leadership Preparatory Academy (LPA). Please complete the information in this form to be included in this year's Open Enrollment Process. Please note that changes to contact information are the responsibility of the applicant. Proof of residency documentation is required to be included with this registration form. Information about proof of residency can be found on the last page. Please note that the school reserves the right to disqualify registrants from enrollment eligibility who do not provide proof of residency in the attendance zone specified in the charter. Should more registrants apply than there is capacity to enroll, the school will conduct a public lottery. Directory information such as student name and grade may be published at the conclusion of the lottery. Please notify the school on the form or in writing within 24 hours of the lottery if you do not want your child's name and grade level published. Parents/Guardians of students who are selected in the lottery shall complete an enrollment package and submit the completed information to the school within _____ business days of notification. Again, we appreciate your interest and look forward to providing an outstanding education for your child.

Student Information

Student's Name_____

first *middle* *last* *nickname*

Age (as of 9-1-15) _____ Date of Birth ___/___/___

Home phone (_____)_____ Alternate Phone (_____)_____

Student's Residence Address (Note: No P.O. Boxes)

Street _____ City _____ Zip _____

Student's Current Mailing Address ☐ same as residence address

Street _____ City _____ Zip _____

School Information

Grade for the 2015 – 2016 school year:

☐ K ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐ 7th ☐ 8th

Parent/Guardian Information

Student lives with: ☐ Both parents ☐ Both parents (joint custody)
☐ Mother only ☐ Father only
☐ Other (please specify) _____

Father's Name _____ ☐ same as student's address
Street _____ City _____ Zip _____
Home Phone _____ Work Phone _____
Cell Phone _____
E-mail Address _____

Mother's Name _____ ☐ same as student's address
Street _____ City _____ Zip _____
Home Phone _____ Work Phone _____
Cell Phone _____
E-mail Address _____

Sibling Information

List additional students that will be participating in the Open Enrollment Process for 2015-2016

Name	Birth Date	Current Grade
	____/____/____	
	____/____/____	
	____/____/____	

The information provided is accurate to the best of my knowledge. I understand the provisions of the Open Enrollment Process provided on page 1 of this form and within the policies of the school.

☐ My child's name and grade may be published as notification of the lottery drawing.
☐ My child's name and grade may NOT be published as notification of the lottery drawing.

_____ _____
Parent/Guardian Signature Date

Proof of Residency Requirements

Appropriate records for verification of residency must include any **two** of the following:

- Copy of home mortgage payment book
- Current utility bill (gas, electric, or water)
- Apartment lease showing name of legal guardian
- Homeowner's insurance registration/card
- Current Paycheck stub
- Current Bank statement
- Copy of sales contract
- Receipt to have utilities connected

AFFIDAVIT OF RESIDENCY

I, _____ certify, swear and/or affirm as follows:

1. That I am the parent/court appointed guardian of the child listed above.
2. That the child listed above resides with me full time at the address listed above.
3. That I understand that I must immediately notify the school if I change residence, or if the child listed above should change residence.
4. That the above information is to the best of my knowledge and belief, true, correct, and complete.
5. That I understand that representatives of the school may visit my home to verify residency, and I hereby voluntarily consent to such visits.
6. That representatives of the school may verify residency through property management, homeowners, landlords, and/or utilities, and I hereby voluntarily consent to such verification.
7. That I understand that a student enrolled in the school under falsified information is illegally enrolled and will be immediately withdrawn from school.
8. That I understand that false swearing is violation of the laws of the State of Georgia, punishable by a fine of not more than $1,000 or by imprisonment for not less than one or more than five years, or both. O.C.G.A. 16-10-71.

Proof of residency is required to enter the lottery drawing and at the beginning of each new school year. Failure to do so can result in your child(ren) being withdrawn from the school. Proof of residency will be due the first week that school is back in session for the 2015 – 2016 school year.

Appendix 3B

Student Enrollment Packet

2015-2016 Enrollment Application and Policy Packet

To enroll your child(ren) at the Leadership Preparatory Academy, call us at (678) 526-2588, or visit our website www.leadershippreparatoryacademy.org, or stop by our Enrollment Office to obtain a copy of the complete Enrollment Application, Affidavit of Residence, and Policy Packet.

- Parents/Guardians who have completed our Enrollment Application and Affidavit of Residence **during** the Open Enrolment period ending prior to March 15, 2015, will only need to complete the policy packet.

- Parents/Guardians who wish to enroll their child(ren) **after** the Open Enrollment period, if seats are available (early to mid-March 2015) must complete our Enrollment Application, Affidavit of Residence, and Policy Packet.

Parents/Guardians may submit the Enrollment Application, Affidavit of Residence, and Policy Packet in person (with proper identification) to our Enrollment Office in order to fully enroll their child(ren).

Parents/Guardians who have completed our Enrollment Application and Affidavit of Residence during the Open Enrollment period are strongly encouraged to submit their completed Policy Packet as soon as possible to complete their child(ren)'s enrollment at Leadership Preparatory Academy.

All grade levels will continue to enroll students until capacity for each grade is reached and then a wait-list will be established. Final acceptance and enrollment of your child(ren) at Leadership Preparatory Academy is contingent upon verification of information submitted and the qualification of the student's residency in the DeKalb County School District.

Enrollment Office
Address and Contact Information

P.O. Box 835
Lithonia, GA 30058

The Leadership Preparatory Academy prohibits discrimination in employment, educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity or associated preference. For inquiries or to file a concern, please contact us at (678) 526-2588.

COMPLETE THESE REQUIRED FORMS

- ☐ Legal Documentation Form
- ☐ Home Language Survey
- ☐ Student Service Intake Form
- ☐ Medical and Emergency Information 1
- ☐ Medical and Emergency Information 2
- ☐ Student Release Information
- ☐ Media Release Form
- ☐ Request for Records
- ☐ Family Contract
- ☐ Student Contract

BRING IN THESE REQUIRED DOCUMENTS

- ☐ Copy of child's Social Security Card (Social Security Card is Optional.)
- ☐ Copy of child's Birth Certificate (Government Issued)
- ☐ Child's Current Immunization Records (Georgia Form 3231)
- ☐ Current eye, ear, and dental (Georgia Form 3300)
- ☐ Last Report Card
- ☐ Current Disciplinary Records from previous school
- ☐ Copy of IEP or 504 (for special education students only)
- ☐ Proof of Legal Guardianship (If applicable)

CONTACT INFORMATION

Primary Contact First Name | Middle Name | Last Name | Suffix

Address

City | State | Zip

Phone Number ❑Check if text enabled cell phone | Alternate Phone Number ❑Check if text enabled cell phone

Email | Relationship to Student

LEGAL DOCUMENTATION

Student Last Name:

To ensure that your child/children's visitor and/or release process is handled in the safest manner, the following information is needed at the time of enrollment.

1. Complete all information on the Student Release Information

2. A copy of any paper work that shows parental/ guardianship of your child/ children

    A. Adoption papers
    B. Foster care
    C. Order of Protection
    D. Any other legal documents signed by a judge.

Please check the appropriate box below.

Student First Name:

- ❑ No, I do not have any legal documentation on my child of which the school should be made aware.
- ❑ Yes, I do have legal documentation that the school needs, and I will provide the school with a copy of the documentation.
- ❑ Yes, I do have legal documentation that the school needs, but I will not be providing a copy of the necessary documentation.

It is the parent's/guardian's responsibility to keep the school updated on any legal custody changes, temporary or permanent. By signing your name below you are acknowledging that you have read and understand the above information.

Student Grade:

Print Name of Parent/Guardian *Relationship to Student*

Parent/Guardian Signature *Date*

HOME LANGUAGE SURVEY

The Office of Civil Rights (OCR) and the Georgia Department of Education require that school districts and charter schools identify Limited English Proficient (LEP) students in order to provide appropriate language instructional programs for them. The Leadership Preparatory Academy has selected the Home Language Survey as the method for determining if the student is a language-minority student.

School: Leadership Preparatory Academy

Student's Name *Grade*

1. What is/was the student's first language? _____

2. Does the student speak a language(s) other than English? □ Yes □ No
(Do not include languages learned in school.)

If yes, specify the language(s):_____

3. What language(s) is/are spoken in your home? _____

4. Has the student attended any United States school in any three (3) years during his/her lifetime?
□ Yes □ No
If yes, complete the following:

Name of School	State	Dates Attended

Print Name of Parent/Guardian *Relationship to Student*

Parent/Guardian Signature *Date*

STUDENT SERVICE INTAKE FORM

Student Last Name:

Student First Name:

Student Grade:

The Leadership Preparatory Academy is fully committed to providing quality education to all of our students, including those with special needs. We need your help, so please complete this page with care.

SECTION 1		
Check Yes or No as applicable	**Yes**	**No**
Has your child ever been screened for special education?		
If yes, what school/facility did testing:		
Does she/he currently qualify? If yes, please complete section 2 of this form.		
Does your child take medication for any medical reason (ADHD, Diabetes, etc.)?		
If yes, what medication?		
Does your child wear glasses?		
Does your child use a hearing aid?		

SECTION 2 – FILL OUT ONLY IF YOUR CHILD HAS A CURRENT IEP OR 504 PLAN
What type of plan does your child have? IEP _____ 504 Plan ____ If your child has either of these, you must submit a copy to LPA as soon as possible.
Diagnosis (check all that apply):

☐	Learning Disability in ☐ Reading ☐Math ☐Written Expression				
☐	Mental Retardation	☐	Traumatic Brain Injury	☐	Other Health Impaired
☐	Emotional Disturbance/Behavior Disorder	☐	Speech/Language Impairment	☐	Visual Impairment
☐	Hearing Impairment	☐	Orthopedic (Physical) Impairment	☐	Young Child with a Developmental Delay
☐	Autism	☐	Other:		

Because we are legally obligated to provide your child with all appropriate services on his/her IEP or 504 Plan, it is extremely important that you let us know if your child has an IEP or 504 Plan. Your signature indicates that all information on this form is correct. Please sign below to indicate that you understand this and have provided full and accurate information.

Print Name of Parent/Guardian *Relationship to Student*

Parent/Guardian Signature *Date*

MEDICAL AND EMERGENCY INFORMATION 1

Student Last Name:

Please list any allergies to environment, food, or medication and the reaction to each:

Allergy	Reaction

Please list your child's health history, including illnesses, diseases, or surgeries and year of each where applicable:

Student First Name:

Illness, Disease, Surgery	Year	Illness, Disease, Surgery	Year

Please list your child's current medication(s):

Student Grade:

Medication	Dose	Amount	Form	# of Times per Day	Prescribing Doctor / Phone Number

Student First Name:

Please state why your child is taking this medication (the doctor's diagnosis):

***IF YOUR CHILD IS ON MEDICATION PRESCRIBED BY A MEDICAL DOCTOR THAT REQUIRES HIM/HER TO TAKE IT DURING THE SCHOOL DAY, THE MEDICATION MUST BE BROUGHT TO THE SCHOOL NURSE IN ITS ORIGINAL CONTAINER WITH THE PRESCRIPTION LABEL ON IT. NEITHER THE NURSE NOR LPA WILL STOCK OR GIVE OUT ANY OVER THE COUNTER MEDICATION.**

Student Grade:

MEDICAL AND EMERGENCY INFORMATION 2

Medical and Emergency Information

I give permission to Leadership Preparatory Academy *to seek medical treatment for my child in the event of a medical emergency. I will be responsible for the cost of any emergency medical care provided to my child.*

_____

Student's Doctor Doctor 's Phone Number

_____

Preferred Hospital

_____

Parent/Guardian Signature Relations hip to Student Date

Insurance Carrier: _____ Type of Insurance: _____

Insurance Policy #:_____

Or ____ My child is not covered by medical insurance.

_____

Print Name of Parent/Guardian *Relationship to Student*

_____

Parent/Guardian Signature *Date*

STUDENT RELEASE INFORMATION

Student Last Name:

Student Release Information

To ensure the safety of all students, parents or guardians must provide the school with the following information. The main office will keep a copy of this form. **Your child will not be released to anyone other than those who are authorized on this form, and only to authorized persons who are over the age of 18. Everyone listed below will be required to provide valid photo identification when coming to pick up your child.**

The list below includes the people that can pick up my child from school for an emergency or for regular release. I understand they are required to show photo identification when picking up my child.

Name	Phone	Relationship	Age

Student First Name:

Student Grade:

Print Name of Parent/Guardian *Relationship to Student*

Parent/Guardian Signature *Date*



MEDIA RELEASE FORM

The Leadership Preparatory Academy of actively engages in multiple print, internet and broadcast media projects. One goal of the school is to promote and publicize the accomplishments of the students – awards, competitions, human-interest stories, and other events that highlight the many successes which occur at our school. Only students with completed release forms will be considered for these projects.

I, (parent name) _____, grant permission as the legal parent/guardian of (student name) _____, Leadership Preparatory Academy to use photographs and/or video footage of my child in marketing and/or promotional materials and for release to the media.

I, (parent name) _____, do NOT grant permission as the legal parent/guardian of (student name) _____, to use photographs and/or video footage of my child in marketing and/or promotional materials and for release to the media.

Print Name of Parent/Guardian *Relationship to Student*

Parent/Guardian Signature *Date*

REQUEST FOR RECORDS

Parent/Guardian - Please complete top portion only.

Student Last Name *Student* *First Name*

Date of Birth *Grade* *For* *mer Student School ID# (if available)*

Student's Former School

School Address *City* *State* *Zip*

School Phone Number *School Fax Number*

Parent/Guardian Signature *Date*

Attn: School Records Clerk
From: The Leadership Preparatory Academy

The above named student has applied for enrollment at Leadership Preparatory Academy for the 2015-2016 school year. Please include the contents of the student's cumulative records, including but not limited to Transcripts, Health Records, Report Cards, Behavior Record, Special Education Reports, Primary Language and Standardized Test Scores.

Please forward all Educational Records To:
Attention: School Records Department

Leadership Preparatory Academy
Enrollment Office
P.O. Box 835
Lithonia, Georgia 30058

Parental permission is no longer required when records are requested by authorized personnel (Family Educational Rights and Privacy Acts, Final Rule on Educational Records, Federal Register, and June 17, 1976. Vol. 41 No 118, page 24673).

Thank you in advance for your prompt attention to this matter.

PRINT First Name *PRINT* *Last Name* *Authori* *zed LPA*

Authorized LPA Signature *Date*

FAMILY CONTRACT

The Leadership Preparatory Academy will provide a learning environment for all students that demands high educational standards and high levels of parent/guardian involvement and responsibility.

As a parent/guardian, I am the person most responsible for my child's education. I will be a partner with the Leadership Preparatory Academy and my child in promoting his or her academic achievement and character development. I understand that for my child to attend this school, I must meet the responsibilities listed below. I know that there are other public school options in this attendance zone, and I have decided that a high level of parental involvement meets the needs of my family.

Parent / Guardian Responsibilities

1. I will abide by the uniform policy, thereby ensuring my child is dressed in the required Leadership Preparatory Academy Uniform every day that he/she attends school.
2. I will donate at least 5 hours/quarter (two parent families) or 2.5 hours (single parent families) of volunteer service to the school each school year.
3. I will participate in at least one fundraising event during the year.
4. I will know and reinforce school rules.
5. I will attend all required parent-teacher conferences; at minimum, I will participate in 2 planning meetings for my child's Individual Learning Plan per school year.
6. I will have my child at school, ready to learn each day by 8:00 am and I will follow all policies as outlined in the Student Handbook

   Attendance and Tardiness Policy.
7. I will help my child learn by checking for home enrichment assignments throughout the week and by making sure there is a quiet area in my home for him or her to do their assignments.
8. I will read to or make sure that my child reads for a minimum of 20 minutes per day, 4 days per week.
9. I will review and immediately answer any messages that I get from my child's teacher. I will review, sign and return my child's courier each week.
10. I will report any illness or absence to the school and keep my child home if he or she is ill.
11. I will immediately inform the school as to any change in my child's transportation. I understand that this is necessary for the safety of my child.
12. I will let the school administration and teacher know of any change in address, phone number, or family status for my child within 7 days. I will inform the school administration immediately if our family moves outside the DeKalb County School District's attendance zone.
13. I will meet all my financial obligations to the school (i.e. after-school fees, library fines, etc.) within the current school year. I understand that I may make arrangements for a payment plan and that it is my responsibility to contact the Chief Learning Officer or Bookkeeper to make arrangements if necessary. *(I understand that if I have outstanding debts to the school, I will not receive Report Cards or be able to have my child's records transferred to another school.)*

(continued)

Parent/Guardian Rights

1. My child will learn in a safe and healthy environment.
2. My child's teacher will communicate with me regularly about my child's progress.
3. I will receive written goals, plans, curriculum, and behavioral standards for my child's classroom at the beginning of the school year.
4. I will have access to board meeting agendas, meetings, and minutes.
5. I may serve on a committee or subcommittee or in the parent/community volunteer program.
6. I may give input on curriculum, leadership, and other decisions about the school.
7. I may give staff feedback about the strengths and weaknesses of the school's program. This feedback includes filling out a survey at the end of the school year.

How *The Leadership Preparatory Academy* will be my partner

1. The school will be flexible in setting up parent-teacher conferences so I can attend.
2. The school will hold family meetings at different times to meet different family schedules.
3. The school will offer me many kinds of volunteer opportunities to best link the talents and interests of my family with the needs of the school.
4. The school will provide the schedule of school events and meetings in ample time for me to attend them.
5. The school administration and staff will be available to meet if a family situation comes up that keeps me from meeting my obligations.

Statement of Understanding and Agreement

I, _____, understand that I must agree to all terms of this Family Contract in order to enroll my child at Leadership Preparatory Academy. I understand that it is my responsibility to sign and return this **original** contract to the Registration Representative or the School Administration. I understand that if I do not live up to the terms of this contract, my child may not be able to return to the Leadership Preparatory Academy.

Name of Child #1_____
Last Name First Name Grade 2014-15

Name of Child #2_____
Last Name First Name Grade 2014-15

Name of Child #3_____
Last Name First Name Grade 2014-15

Please check one:

____Two Parent/Guardian (5 volunteer hours/quarter)

____Single Parent/Guardian (2.5 volunteer hours/quarter)

(continued)



I agree to all terms of this contract (*if two parent/guardian family-both must sign*),

Parent or Guardian #1 Name (print): _____

(signature):_____

Date_____ Relationship to the Child(ren)_____

Parent or Guardian #2 Name (print): _____

(signature):_____Date_____

Relationship to the Child(ren)

For Leadership Preparatory Academy

Signature of Registration Representative_____

Date_____

The registration representative will give me a copy of this contract.

STUDENT CONTRACT

The Leadership Preparatory Academy will provide a learning environment for all students that demands high educational standards and high levels of parent/guardian involvement and responsibility.

As a student, I am the person most responsible for myself and my own education. I will be a partner with the Leadership Preparatory Academy. I understand that to attend this school, I must meet the responsibilities listed below.

Student Responsibilities

1. I will abide by the uniform policy, thereby dressing in the required Leadership Preparatory Academy Uniform every day that I am in attendance. I know that I will be dismissed from school should I come to school in anything other than the uniform.
2. I will participate in the required number of community service hours applicable for my grade level.
3. I will know and reinforce school rules.
4. I will arrive at school, be in my seat, and ready to learn each day by 8:00 am.
5. I will follow all policies as outlined in the Attendance and Tardiness Policy.
6. I will complete all homework and home enrichment assignments throughout the week; making sure there is a quiet area for me to do my assignments.
7. I will read (or have my parents read to me) for a minimum of 20 minutes per day, 4 days per week.
8. I will deliver all notes/messages/delinquency notices/graded tests/graded homework/invoices from my teacher to my parents/guardians and return signed documents as required.

Statement of Understanding and Agreement

I, _____, understand that I must agree to all terms of this Student Contract in order to remain enrolled at the Leadership Preparatory Academy. I understand that it is my responsibility to sign and return this **original** contract to the Registration Representative or the School Administration. I understand that if I do not live up to the terms of this contract, I may not be able to return to the Leadership Preparatory Academy.

I agree to all terms of this contract,

Student: Name (print): _____

(signature):_____Date_____

For Leadership Preparatory Academy

Signature of Registration
Representative_____Date_____

The registration representative will give me a copy of this contract.

Appendix 3C-Parent Satisfaction Exit Survey

Leadership Preparatory Academy, Inc.
Parent Satisfaction Exit Survey for Student Withdrawal

Please complete the below survey to help us improve Leadership Preparatory Academy (LPA). Thank you for your cooperation in providing us with this important information.

1. Name of Child (Please Print) Grade Years at LPA

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. Please check reason for leaving:

☐ Moving out of DeKalb County

☐ To Enroll Child in Another School

☐ Private ☐ Other Charter ☐ Religious ☐ Home School

☐ Neighborhood School ☐ Other

3. If leaving to enroll child in another school, please list name of the school:

_____

4. If leaving to enroll child in another school, please list reason(s):

_____

_____

_____

5. We understand that you are leaving LPA for the reasons checked above. What other reasons might you stay at the school?

_____

_____

_____

Thanks for your responses.

Signature of Parent/Guardian Date

_____ _____

APPENDIX 4

Appendix 4A
Student Handbook

Appendix 4B
Student Dress Code

Appendix 4B

Student Dress Code

LEADERSHIP PREPARATORY ACADEMY

6400 Woodrow Road
Lithonia, GA 30083
404-665-3103 (OFFICE)
678-526-2587 (FAX)

Our Motto:
"Develop World Class Leaders...One Student At A Time"

Leadership • Scholarship • Service

Homeroom Teacher: _____
Property of: _____
Address: _____
Phone Number: _____

A Welcome to the LPA Family of Scholars

Welcome to Leadership Preparatory Academy, a DeKalb County Charter School. Leadership Preparatory Academy has established a school based on Leadership, Scholarship and Service, and we are happy that you're going to be a part of our family.

Leadership Preparatory Academy offers a rigorous curriculum aligned with the Georgia Common Core standards with an emphasis on a specialized Leadership Curriculum. Put forth your best effort in your classes. Establish positive relationships with your teachers and let them know that you are here to learn.

This agenda planner can serve as a guide for a successful school year. The handbook pages outline the expectations for behavior at Leadership Preparatory Academy along with other important information. Read them carefully!! Use the planner pages diligently, and you will be a successful student.

Make this school year the best one ever!

Goals:

The goals of the Leadership Preparatory Academy are to develop leaders for the 21st century. We plan to do this in the following ways:

- Focus on leadership training
- Engage our students in rigorous academics
- Promote character building at all levels
- Engage parents as model leaders in the home
- Equip our students for high performance in all academic areas
- Integrate academics with leadership development
- Develop and encourage students responsibility for their own success
- Create an environment that encourages creativity, experimentation, and acceptance of diversity

Our Educational Program:

The focus of leadership studies is a blending of the theory of leadership with practical application in normal, daily living. Leadership concepts, understanding, and experience opportunities are centered on four strands and are correlated to the Common Core standards K-8 Curriculum. The four components included are 1) the Leadership Studies Curriculum, 2) Faculty Development/Accountability, 3) Portfolio/Transcript Development, and 4) Parent Involvement. Within the Leadership Studies Curriculum four components are covered: 1) Self-Knowledge, 2) Knowledge of Others, 3) Knowledge of Leaders Skills, 4) Knowledge of Contexts and Situations. These areas provide opportunities for students to experience and master concepts in the core curricular areas as well as in the arts.

School Creed

I am a proud believer and achiever of Leadership Preparatory Academy. I will follow the rules, respect myself, and other, and I will obey my teacher, parents, and administration. I will strive for excellence - and I will be the leader of today and tomorrow.

School Year Calendar ~ 2014-2015

Pre-Planning Week	August 4 - 8, 2014
First Day of School	August 11, 2014
Cognitive Abilities Test (CogAT)	October 6 - 10, 2014
Iowa Tests of Basic Skills (ITBS) Grades 1, 3,5,7	October 14 - 24, 2014
Last Day of First Semester	December 19, 2014
Teacher Planning Day	January 5, 2014
First Day of Second Semester	January 6, 2014
Last Day of School	May 22, 2015
Post Planning	May 26 - 27, 2014

Holidays ~ School and Administrative Office Closed

Labor Day	September 1, 2014
Columbus Day	October 13, 2014
Thanksgiving	November 24 -28, 2014
Winter Holidays	December 22, 2014 - January 2, 2015
Dr. Martin Luther King, Jr. Day	January 19, 2014
Presidents' Day	February 16, 2014
Spring Break	April 6-10, 2014
Memorial Day	May 25, 2014

Teacher Contact Information

Teacher	Subject	Email

Student's Username and Password

	Username	Password
Edmodo		
Kik		
Remind 101		
Infinite Campus		
Online Textbook		

Student Planners

Planners are available to each student at Leadership Preparatory Academy for $10.00. Planners are spiral bound notebooks that have spaces for homework assignments and comments from teacher for each school day. It is a vital communication link between school and home. Not only can teachers write noted to parents, but parents can also communicate with teachers.

SCHOOL POLICY AND PROCEDURES

ATTENDANCE MATTERS

Research shows a direct correlation between student achievement and school attendance; therefore, it is imperative that a student be present at school unless legitimate circumstances require an absence. If an absence occurs, a parent or guardian must provide the school with a written explanation within three school days. Georgia law recognizes a student absence as excused for the following reasons only.

Absences – Lawful absences (excused) as defined by State Board of Education Rule 160-5-1-10:

Personal illness
Death in immediate family
Religious Holiday
Instances in which attendance could be hazardous as determine by the DeKalb County School District
Service as a page in legislature
Court Order
Absence to vote in an election
Up to five (5) days excused absences per year to students whose parents are in the military and are being deployed or are on leave.

In order to be counted present for the day a student must be in school for 210 minutes, not including lunch. Noting that regular school attendance is critical to learning, the Board of Education has instituted a mandatory attendance policy. 5 cumulative unexcused absences per semester will result in notification to the parents by first class mail of the unexcused absences and a summary of consequences. 7 cumulative unexcused absences per semester will result in notification of the parents by letter by the Attendance/Residency Officer concerning the attendance/driver's license law and a summary of consequences. 10 cumulative unexcused absences per semester will result in the notification by the Attendance/Residency officer of the violations to the Student Attendance Protocol Committee to determine if court action will be pursued for formal intervention.

Reporting Students with Unexcused Absences (O.C.G.A. 20-2-701): Consequences for Unexcused Absences

Any parent, guardian, or other person who has control of any child who on the tenth, unexcused day of absence per semester and after the child's school system has notified the parent, guardian, or other person who has control of any child, upon each day's absence/tardy from school shall be guilty of a misdemeanor and court action may be pursued for formal intervention.

Penalties:

Fine – not less than $25 and not greater than $100.00
Imprisonment – not to exceed 30 days3
Community Service or any combination of such penalties, at the discretion of the court.

School Hours

School begins at 8:00 AM and ends at 3:00 PM for Elementary students and 3:15 for Middle School students. Students will be allowed to enter the building at 7:50 AM. **Students can not arrive to school before 7:50 AM.** All students must be picked up from school by the end of the school day.

Tardiness

Students are expected to be at school each day and on time. It is important that we begin teaching our students the importance of being on time. Students who are habitually tardy will be referred to the school's social worker.

When a student is late to school **the parent must come into the office and sign in the student.** Students are considered late for school at 8:15 AM and parents are required to come and sign in their child. A late pass will be given for admission to homeroom or class.

- Students who have 0 absences, but 5 or more tardies will NOT be recognized for Perfect Attendance. Remember excessive tardies and absences constitute withdrawal.
- Students, who arrive more than 3 hours after the start of school, will be counted absent for the day.
- Students, who are tardy 3 times within a grading period, will be referred to the counselor or administration.

Student returning to school from medical appointments must report to the office to sign in before returning to class, accompanied by a note from the doctor. Tardies will be considered excused for medical appointments or personal illness, both with proper documentation.

Absences

Students who are absent from school should bring a written note on the day of their return explaining why he/she was absent. A child will be considered absent if he/she leaves school before or reports to school after 11:15 am that day.

Your child will need to bring a written statement for the homeroom teacher on the first day he/she returns to school explaining the absence. All absences without a note will be coded as an unexcused absence. Irregular school attendance hinders the student's progress and decreases the satisfaction of full participation in school experiences. This policy will be strictly enforced as we follow state guidelines for truancy. Excessive truancy and absences will constitute withdrawal.

If absent for up to 3 days a doctors notice will be required. For specific information referring to unexcused absences and/or truancy see DeKalb County School District's Code of Conduct Handbook.

Help us promote the school's slogan which states,
"You Miss School, You Miss Out."

Make Up Work Due To Excused Absences

School attendance promotes student development in the areas or responsibility, self-discipline, and character; however, when it is necessary for a student to be absent, the following guidelines should be adhered to for completing missed assignments.

1. Students are responsible for making up work missed while absent.
2. Provided prior approval has been obtained from the principal, absences due to family or school related trips entitle the student to make up work upon the student's return to school.
3. Tests, quizzes or other class assignments should be made up before or after school. If alternate arrangements are necessary, the parent should consult the teacher.
4. It is the student's responsibility to obtain make-up work and to submit completed assignments to his/her teacher in a timely manner. Any assignment given on the day of the absences will be due the next school day. All assignments given prior to the absence are due on the day of return. Refer to your child's teacher's syllabi for specific information regarding make up work.
5. Failure to make up work in a timely manner will result in loss of credit.

Please contact teachers via email to request missed assignments when your child is absent due to illness.

Early Dismissal

A parent wishing to check his/her child out of the school early must send a written excuse by the parent/guardian to the office at the beginning of the day. Prior to the release of any student, the parent or guardian must sign out the child in the front office by using the checkout log. **No student check-out will occur during the last half-hour of the school day.** Parents are responsible for notifying the school of any changes in persons authorized to check their child out of school prior to early dismissal. Children are released from the office not the classroom. All authorized adults will be required to submit proper identification before checking a student out of school. STUDENTS WILL NOT BE RELEASED TO ADULTS THAT ARE NOT LISTED ON THE PARENT AUTHORIZATION FORM. For safety reasons, it is important that these procedures are followed.

School Pick-Up of Students and Different Dismissal Procedures

Bus Transportation is not provided for LPA students. All students are car or nursery bus riders. Parents/guardians will indicate the person/childcare provider who will be responsible for picking up their child upon registration. Cars should line up in the designated are to wait for school dismissal. All students should be picked up by 2:35 p.m. unless they are staying for after school tutorial or activities.
When students are going home a different way than usual, the parent/guardian must write a dated note with specific directions on how the student will get home. No phone calls, faxes, or emails will be accepted NO EXCEPTIONS.

Withdrawal from School

A note or email should be sent to the attendance office several days before the intended withdrawal. The note should state the child's last day at LPA, your new address, and the name and address of the new school your child will be attending. You will need to complete an official LPA withdrawal form.
All textbooks and other school issued items must either be returned or paid. All other school issued items charges cleared before withdrawal.

Student Update Information

It is imperative that the school office be notified immediately in the event of a change of address, home or office telephone number or if emergency information changes.

Participation in Activities (Attendance Requirement)

Any student participating in any school activity must be in attendance one-half of the school day of the activity- verified medical appointments excluded.

Pre-arranged Absences

Pre-arranged absence forms will be issued only to parent(s)/ guardian(s) after a written request to the principal. The request must describe the educational nature of the absence(s). **Pre-arranged absences are applicable only to trips that are considered educational in nature.** All pre-arranged absences must receive the principal's final approval. The student will be permitted to make up any assignments missed while absent. Arrangements to make up assignments must be completed by the student no later than 5 days after returning from the absence(s). If assignments are not completed, these absence(s) will be documented as unexcused. Pre-arranged absences are limited to one request per semester.

TEACHING AND LEARNING

Homework

Homework is assigned based on students need ranging from 3-5 days a week. Homework is designed for enrichment, reinforcement, and extension of school experience that is consistent with student ability and the student's developmental level. The amount of time necessary to complete homework will vary according to the assignment and the student's ability. In case of late homework see individual teacher's syllabi.

Textbooks / Consumable Text

Leadership Preparatory Academy provides textbooks as resources or other learning material to children attending the school. Students are still responsible for assignments while the book is being replaced if it is lost or damaged; parents and guardians must pay the replacement cost of lost or damaged books.

School Supplies

A list of required supplies by grade level will be supplied to all students prior to the opening of school. Students will be expected to have the basic tools required for success in school.

Physical Education

Physical education is an integral part of the instructional program. All students receive education or health class throughout the semester. All children will be required to participate unless a doctor's statement is presented. If, on a particular day your child cannot participate, please send a signed note to your child's homeroom teacher. A daily note

will be satisfactory for up to three consecutive days. After that time, a doctor's statement will be required to excuse your child from physical education activities.

Schedule Changes

Because much time and effort goes into the process of scheduling students for classes, schedule changes are rarely made. Occasionally, however the need to change a class is justified. The only legitimate reason for requesting a schedule change is if the student has been misplaced in the class, and his or her ability level requires a change of schedule.

If such an error has been made, the classroom teacher will work with the administration in making the change. **The student must remain in his or her scheduled class until he or she is notifies that the schedule change is complete. Connection classes are randomly selected by the computer scheduler. Students are not given the opportunity to choose Connection classes.**

Some common requests for schedule changes that will not be granted are:

1. Request for a change of teacher/team
2. Request to move into classes with friends or out of class with studens one "does not like".

Special Services

In order to provide an appropriate education for all students, referrals for services can be made by staff members or parents /guardians. Trained personnel conduct evaluative testing. If you feel your child needs special help, please contact our child's homeroom teacher or the counselor. If a student is absent for an extended period of time, due to physical challenges, he/she may be eligible for homebound instruction. Contact the school for further information.

Progress Reports

At the end of each four and a half weeks students receive a cumulative progress report. This is our way of keeping you inform on your child's progress throughout the semester. At the end of the semester, a report card is sent home that must be signed and returned back to the school. Parents will have daily access to grades on infinite campus.

Report Cards

Report cards will be sent home at the end of each semester (18 weeks). The grading scale used by LPA and the DeKalb County School District is:

A 90-100
B 80-89
C 71-79
D 70
F 69 and Below

Deficiency Report

Deficiency reports are a means of communicating to parents/guardians that their child is not progressing satisfactorily, either academically or behaviorally. We will inform parents/guardians any time it is believed a student is in danger of failure or is not working at their full potential.

No Pass No Play Policy

Students wishing to participate in athletics, clubs and extra-curricular activities must pass all academic subjects. If a student is suspended or in suspension, he/she will not e allowed to participate in any extra-curricular activity that day. If absent the day of the activity, the student may not participate. Participation in athletics does not allow one to refuse to participate in P.E.

Parent-Teacher Conferences

Communication between parent and teacher is important and encouraged. Either the teacher or the parent may request a conference at any time during the school year. During the first six weeks of school, your child's teacher will schedule a conference to discuss your child's progress. Conference nights will be held twice during the school year. Teachers will be available for conferences later in the evening. Refer to the school year calendar for those dates. If you desire to make arrange a conference please contact your child's teacher 48-hours in advance to check availability.

Courier Day

Every Friday is designated Courier Day. This is the day that you can expect most of the informational items to come from the school. Each student will receive a special folder that has the school's name on it. Please check this folder daily for your child's work and other announcements from the school.

Field Trips

Leadership Preparatory Academy believes in enriching the lives of children by bringing various cultural programs to the school. At times, depending upon the program, it will be necessary for children to leave the school to attend these programs. These trips are designed to supplement different aspects of the classroom curriculum. All students who attend field trips sponsored by the school must have a signed permission form. Parents will receive notices of field trips well in advance of the scheduled trip date and will be asked to sign field trip permission forms. A fee will be required from each student to help defray admission and transportation costs.

Students will be excluded from field trips for the following behaviors within a school semester:

- More than 5 teacher detentions
- 3 or more days in out/in school suspension
- Any suspension assigned the day of the trip
- 7 or more unexcused absences during a 9 week period
- Inappropriate behavior on previous field trips

The school dress code will be enforced on all field trips. Parents are expected to pick students up on time when trip extend beyond normal hours.

Assemblies

Assemblies, aligned with curricular objectives, are educational as well as entertaining experiences and provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body respectful and appreciative. Talking, stomping of the feet, and booing are inappropriate behavior for formal assemblies. Pep rallies allow for positive participation from the audience. Behavioral demonstrated should enhance the assembly. Listed below are the procedures for the assembly conduct.

1. Do not take books or coats to the assembly, unless otherwise instructed.
2. Proceed to the assembly area and be seared quietly and promptly.
3. Attention should be directed immediately to the speaker.
4. Conversing with others is not permitted.
5. Applause should be generous and courteous.
6. Do not leave assembly until dismissed.

DISCIPLINE PLAN

School-wide Discipline Plan

Leadership Preparatory School and DeKalb County School System has developed a Student Discipline Code of Conduct Handbook for all students. Every student is subject to the rules and regulations of this brochure. Additionally, we at Leadership Preparatory Academy have developed a local plan, which is the Positive Behavioral Intervention and Supports (PBIS) program. The program is evidence based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. To reinforce positive behavior students will be given various incentives throughout the year. However, in some instances out of school suspension will be warranted based on the DeKalb County School System's code of conduct handbook.

School Rules:

1. Always display your Leadership style.
2. Encourage others.
3. Be Accountable for you.
4. Show your Determination to always do what is right.
5. Keep our school clean.

Classroom Discipline Plans

Each teacher develops a classroom discipline plan at the beginning of the school year. The plan outlines the rules for the classroom, as well as the rewards for keeping the rules and the negative consequences for breaking them. Where appropriate, students are involved in developing the rules and consequences. The principal approves all discipline plans.

Cell Phone and Other Electronic Devices

DeKalb County Policy states that students may have cell phones or any electronic device, but they may not be turned on during the instructional school day. During school hours, cell phones and other electronic devices must be placed in students' backpacks. Students should not have any personal music players, hand held games devices, or any other electronics out or on during the school day. All of the above items will be confiscated and the parent/guardian will be asked to pick up the items. Students bring all electronic devices to school at their own risk. The school cannot guarantee the safety of such equipment.

Maintaining School Property

Students are expected to assist in maintaining cleanliness in the classroom, lunchroom, corridors, restroom and outside grounds and to exercise proper care in the use

of school furniture and equipment. Students will e expected to make financial restitution for the deliberate damage of school property.

Referrals

When a student receives a referral that student has broken a major school rule and needs immediate intervention. Offenses that require a referral include the following:

- Simple Battery/Fighting
- Harassment
- Assault/Threatening or abusive language foul or vulgar language
- Inappropriate behavior in the cafeteria, lunchroom or hallway
- Continual or habitual disrespect to teachers
- Continual failure to comply with classroom rules
- Bullying
- Other disruptive behavior

Teachers will notify the parents that the child has received a referral and has been referred to the office. This may be accomplished through a phone call or sending home a copy of the referral.

In-School Suspension

Students who have broken a major school rule, have become disruptive in the classroom, have become habitual in breaking class rules, or have received a referral are assigned to In-School Suspension (ISS). This is considered a suspension from school, but the student remains at school rather than being sent home.

Out of School Suspension

Students may be suspended from school for continued severe violations of school rules. Suspended students are not allowed at school, on the school grounds, or at any school activity for the duration of their suspension. The length of the suspension varies.

Consequences for Misbehavior

1st Offense – Parents notified
2nd Offense - Parents notified - Cross-Teamed in another classroom
3rd Offense – Parents notified and a scheduled a parent conference must be held with the Teacher and Administrator
4th Offense – Referral issued and any of the following options may be exercised

a. Take 30 minutes with the Administrator
b. Written Discipline Assignments
c. In School Suspension
d. Out of School Suspension

Rewards

Trojan Tokens will be distributed to students modeling desired leadership behaviors. Individual teachers will determine what students can redeem with their tokens. The PTO will coordinate two events for students who adhered to the Matrix all semester.

Searches

According to Georgia Laws and Board of Education Policy, schools have access to students' lockers, automobiles, and personal belongings while on the school campus when there is reason to suspect that the welfare of students and other personnel may be threatened. The search shall be made in the presence of at least one witness except in emergency situations or if dangerous or illegal materials are in plain view. Discovery of dangerous or illegal materials shall be reported to proper authorities. Delegated search officials are the principal or the assistant principals (during school hours and/or any function under school jurisdiction) and certified employees who are responsible for students when are away from school before, during or after regular school hours.

PARENT CORNER

Visitor Sign-In/Sign-Out

All visitors entering the building must report to the office. When you arrive at the office one of the secretaries will provide you with a pass to the area you want to visit. This is for the safety of all our students.
Parents should not interrupt instruction during classroom visit which is a maximum of 20 minutes. We request that classroom visits not be made during the first two weeks of school so that the teacher may have time to institute the classroom procedures. The instructional day begins at 8:00 a.m. and ends at 2:30 p.m. If a parent/guardian needs to speak with a teacher regarding his/her child, please e-mail, or send a note to the teacher asking for a conference.

If you wish to visit/or volunteer in a teacher's classroom please provide the teacher with a 48-hour notice to allow for a reply for the best day and time to visit.

Parent Involvement

Parents are encouraged to become actively involved in their student's educational experience. Parents are required to complete 20 hours of volunteering service for the entire school year. The following is a list of ways to participate:

- Parent volunteers at the school site
- Parent Teacher Organization (PTO)
- Committee Participation
- Chaperones (field trips and extracurricular activities)

- Parent Teacher Conferences
- Mentoring

Messages and Phone Calls

Classes will not be interrupted for messages, deliveries or phone calls (except for verified emergencies) during the school day. Because of the small staff in the front office, the school will not guarantee receipt of non-emergency messages. Make your arrangements with your child before he/she leave for school. Any deliveries sent to the school will be available for pickup at the end of the school day, not during instructional time.

Lost And Found

Please label your child's coats, jackets, bookbags, etc. with a permanent marker so that we can return them to him/her immediately if they are lost. Any article of clothing that is found is taken to the custodian's office. All unclaimed articles are given to a charitable organization at the end of each month. Because of this, we strongly urge you to clearly label all possessions. Leadership Preparatory Academy will not be held liable for loss of any such property belonging to the student.

Inclement Weather

In the event of inclement weather, tune into the official weather station for the school: WSB News 750 and/or WSB Channel 2.

Fire Drills/Tornado Drills/Intruder Alert

Every precaution is taken to insure the safety of your child during normal school hours. Periodic fire, intruder alerts and tornado drills are executed to make certain students learn proper safety procedures and adhere to all safety guidelines. Upon the sound of a fire alarm, a student must proceed quickly and quietly to designated exits. A tornado drill is signaled by another alarm system. Students will report to the areas indicated on maps posted throughout the building.

Permanent Records

Your child's permanent record folder is kept on file. If a parent/guardian wishes to see these records, call the school and arrange a conference with the administrator/or counselor. Achievement test results will be sent home as soon as they become available.

Immunization

Georgia Law states that all students in a public school must be immunized against diphtheria, whooping cough, measles, mumps, polio, chicken pox, rubella, tetanus and hepatitis (if you were born after 1/1/92). If a student fails to have all immunization before entering school or by the end of a 30 day grace period (**90 days** if you moved in from another state), the child must leave school. The only accepted proof of immunization is a Certificate of Immunization which must be approved by a private physician licensed in Georgia or an appropriate official of a local board of health.

Clinic

Leadership Preparatory Academy is fortunate to have a school nurse on campus. When it is necessary for students to take medication, the medicine must be taken to the nurse's office with a Medical Release form. If a child becomes ill at school, the nurse or designee will make every effort to reach the parent first. If the parent can't be reached, then it will be necessary to contact the other emergency numbers listed. A sick child cannot learn. Any child with a fever of 100 degrees or greater must be picked up. Please do not drop students off and leave them if they are ill. Children with any communicable condition will be sent home and cannot return back to school until cleared by a physician. A note from the physician may be required. If you have questions or concerns about the Clinic, please contact our school's front office 404-665-3103.

Medicine

If a student requires medication (s) during the school day, the parent must complete a School Medication form that is signed by a physician. The school personnel cannot dispense over the counter medications without a signed permission letter from a physician; this includes such items as Tylenol, Advil, Benadryl, Cough syrup, eye drops and lotions for rashers. Te consent form should also include the name of the medication, dosage and possible side effects and the time to administer to the student. Medicine containers must be clearly labeled by the pharmacy or manufacturer. Do not send medication to school in containers other than the original packaging. The expiration date must be clearly visible.

Hearing and Vision Screening

Periodically during the school year, students' hearing and vision will be tested by qualified professionals. If a screening indicated that further diagnosis is needed, you will be advised immediately.

Accidents

In spite of all precautions and supervision, accidents do occur. In cases of accidents of any kind, every effort will be made to contact you as soon as possible. First aid will be administered if necessary. A copy of the accident report will be kept on file in the office and the teacher will forward a copy to you.

School Parties

The number of school parties is limited to Winter Break and End of the Year Celebrations. If you would like to celebrate your child's birthday, please talk with your child's teacher. These parties usually occur during the student's lunch period. Students will not be allowed to accept deliveries for these occasions.

School Lunch

The cafeteria serves balanced meals each day for lunch. Students are encouraged to eat school lunch because it provides one third of the daily nutritional needs. In order to protect instructional time of every student, lunch money will be paid to the cashier in the cafeteria. You are strongly encouraged to prepay for lunch by the week. Free or reduced priced lunches are available to qualified children. Applications will be distributed at the beginning of the school year. If you apply for free or reduced lunch, please allow several days to process the application.

Students are allowed not allowed to charge lunches. An alternative meal is provided for students who do not have lunch money for that day.

Mypaymentplus

Parents will use the mypaymentplus system for the school to pay fees such as the cafeteria, field trips, extracurricular activities, etc.

Appendix 4B

Student Dress Code

LEADERSHIP STYLE

DRESS CODE

Students attending Leadership Preparatory Academy will wear the approved school uniform daily. All students shall be expected to exercise good habits of personal hygiene. Research has shown that schools with uniforms have less discipline problems and increased academic achievement. The following information provides specifics about the dress code:

Elementary School Students K-5th	**Monday, Wednesday, Friday**
Boy's Attire	• Black or Blue Traditional Cotton Twill Pants (Slacks) or shorts • White polo style shirt or button-down collar shirt • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories: Belts must be worn. Bandanas, scarves, hats or any other colorful head gear is not allowed.
	Tuesday and Thursday
	• Khaki Traditional Cotton Twill Pants (Slacks) or shorts • Pastel yellow polo style shirt or button-down collar shirt • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories: Belts must be worn. Bandanas, scarves, hats or any other colorful head gear is not allowed.

Elementary School Students K-5th	**Monday, Wednesday, Friday**
Girl's Attire	• Black or Blue Traditional Cotton Twill Pants (Slacks), skorts, shorts, jumper, or skirts • White polo style shirt or button-down collar blouse, Peter-pan collar blouse • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories either blue or black ribbon or bows are allowed; bandanas, scarves, hats or any other colorful head gear is not allowed.
	Tuesday and Thursday
	• Khaki Traditional Cotton Twill Pants (Slacks), skorts, shorts, jumper, or skirts • Pastel yellow polo style shirt or button-down collar blouse, peter-pan blouse • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories either blue or black ribbon or bows are allowed; bandanas, scarves, hats or any other colorful head gear is not allowed.

Middle School Students 6-8th	Monday, Wednesday, Friday
Boy's Attire	• Black Traditional Cotton Twill Pants (Slacks) or shorts • Black polo style shirt or button-down collar shirt • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories: Belts must be worn. Bandanas, scarves, hats or any other colorful head gear is not allowed.
	Tuesday and Thursday
	• Khaki Traditional Cotton Twill Pants (Slacks) or shorts • Navy Blue polo style shirt or button-down collar shirt • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories: Belts must be worn. Bandanas, scarves, hats or any other colorful head gear is not allowed.

Middle School Students 6-8th	Monday, Wednesday, Friday
Girl's Attire	• Black Traditional Cotton Twill Pants (Slacks), skorts, shorts, jumper, or skirts • Black polo style shirt or button-down collar blouse, Peter-pan collar blouse • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories either blue or black ribbon or bows are allowed; bandanas, scarves, hats or any other colorful head gear is not allowed.
	Tuesday and Thursday
	• Khaki Traditional Cotton Twill Pants (Slacks), skorts, shorts, jumper, or skirts • Navy Blue polo style shirt or button-down collar blouse, peter-pan blouse • Shoes should be basic black with composition soles, and not consist of color strips, lights or other distracting feature. • Accessories either blue or black ribbon or bows are allowed; bandanas, scarves, hats or any other colorful head gear is not allowed.

Appendix 5

Appendix 5A-
LPA Organization Chart

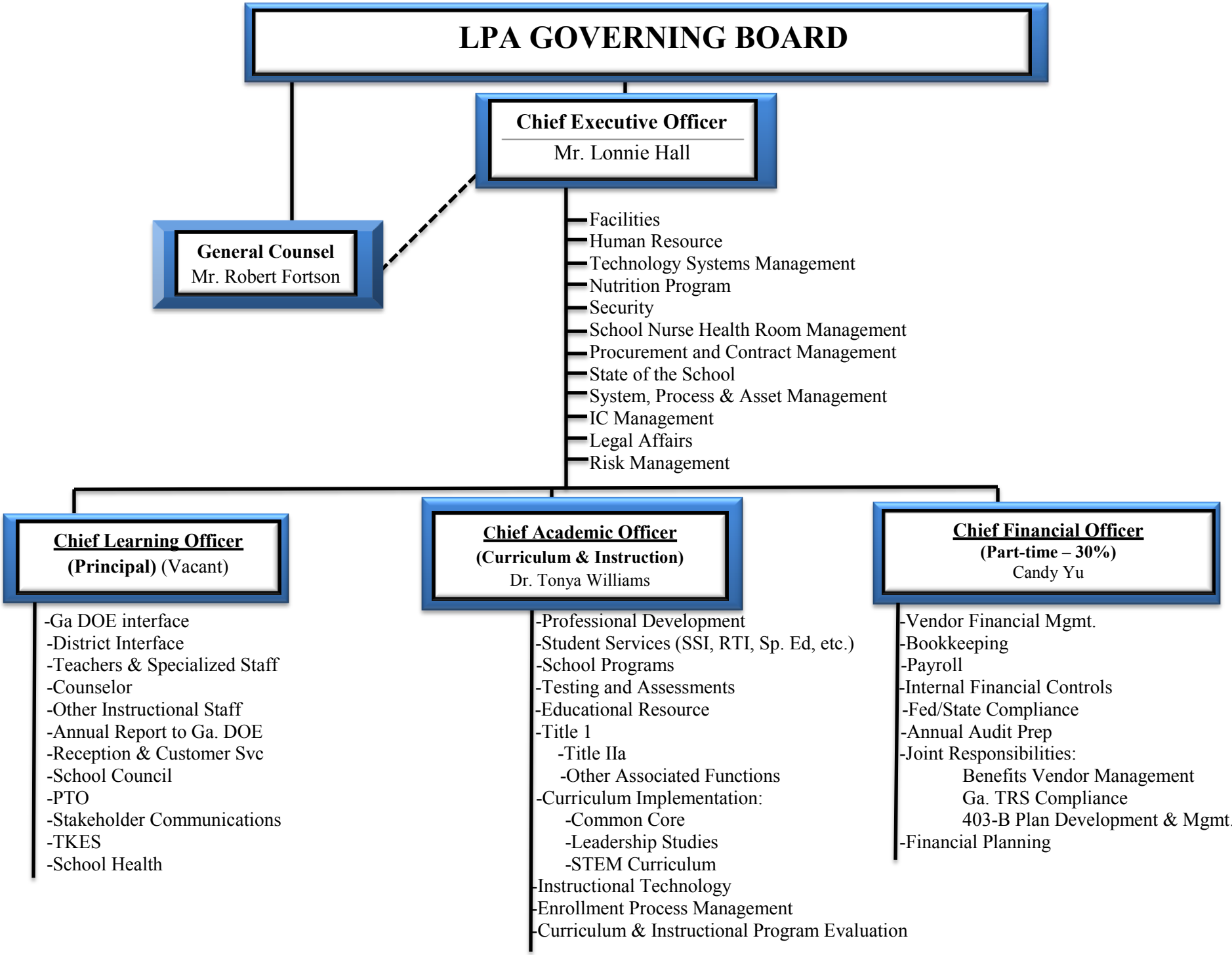
Appendix 5B-
Faculty and Staff Handbook

Appendix 5C-
State Salary Schedule

Appendix 5D-
Job Descriptions

Appendix 5A

LPA Organization Chart


LPA GOVERNING BOARD
Chief Executive Officer
Mr. Lonnie Hall
General Counsel
Mr. Robert Fortson
Facilities
Human Resource
Technology Systems Management
Nutrition Program
Security
School Nurse Health Room Management
Procurement and Contract Management
State of the School
System, Process & Asset Management
IC Management
Legal Affairs
Risk Management
Chief Learning Officer
(Principal) (Vacant)
-Ga DOE interface
-District Interface
-Teachers & Specialized Staff
-Counselor
-Other Instructional Staff
-Annual Report to Ga. DOE
-Reception & Customer Svc
-School Council
-PTO
-Stakeholder Communications
-TKES
-School Health
Chief Academic Officer
(Curriculum & Instruction)
Dr. Tonya Williams
-Professional Development
-Student Services (SSI, RTI, Sp. Ed, etc.)
-School Programs
-Testing and Assessments
-Educational Resource
-Title 1
-Title IIa
-Other Associated Functions
-Curriculum Implementation:
-Common Core
-Leadership Studies
-STEM Curriculum
-Instructional Technology
-Enrollment Process Management
-Curriculum & Instructional Program Evaluation
Chief Financial Officer
(Part-time – 30%)
Candy Yu
-Vendor Financial Mgmt.
-Bookkeeping
-Payroll
-Internal Financial Controls
-Fed/State Compliance
-Annual Audit Prep
-Joint Responsibilities:
Benefits Vendor Management
Ga. TRS Compliance
403-B Plan Development & Mgmt.
-Financial Planning

Appendix 5B

Faculty and Staff Handbook

Leadership Preparatory Academy

FACULTY/STAFF HANDBOOK

2014-2015

Leadership Preparatory Academy

FACULTY/STAFF HANDBOOK

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OUR VISION

LPA's vision is to become the highest performing charter school in the nation that produces well rounded leaders for the 21st century.

OUR MISSION

The school's mission is to develop through a rigorous academic program that engages all stakeholders by maximizing students' potential to lead in the 21st century.

EQUAL OPPORTUNITY EMPLOYMENT

It is the policy of the Board not to discriminate on the basis of age, sex, race, color, religion, national origin, or disability in its educational programs, activities, and employment practices.

AT-WILL EMPLOYMENT

Leadership Preparatory Academy recognizes the doctrine of employment at will. Thus, unless issued a Board-approved employment contract, all LPA employees may be terminated at the will of the employer.

CONDUCTING PERSONAL BUSINESS

The established hours of duty may not be used for conducting personal business. Violators will be addressed accordingly.

CRIMINAL BACKGROUND CHECK

A criminal background check will be conducted at or prior to employment for every individual who is employed by the Governance Board to fill either a full-time or a part-time position with the LPA. For initial hiring purposes, personnel employed by the LPA shall be fingerprinted and have a criminal background check as required by O.C.G.A. § 20-2-211.1(c). A clearance certificate verifying a satisfactory criminal background check may be required based on the requirements of state law and the rules of the Professional Standards Commission.

Subsequent criminal background checks shall be conducted on all personnel. Certified personnel, whose employment is continued with the LPA, shall be subject to a criminal background check upon any certificate renewal application to the Professional Standards Commission. All other employees of the LPA, whose employment is continued and who are not certificated personnel, shall be subject to subsequent criminal background checks on a periodic basis determined by procedures and schedules established by the Executive Director or his/her designee. The period between criminal background checks shall not exceed a maximum of five years. At the discretion of the Board, fees required for a criminal background checks shall be paid by the Board, the individual seeking employment, or the employee.

DEKALB COUNTY PUBLIC SCHOOL CODE OF CONDUCT

School personnel will strive to secure individual and group discipline, but should not tolerate insubordination, lack of proper respect, or improper conduct on the part of a student or students. Such conduct will result in disciplinary action and may lead to suspension or expulsion. School personnel should, in turn, extend to students the same respect and courtesy which they, as employees, have the right to demand.

Students are charged with the responsibility of abiding by accepted standards of good conduct and discipline while on school property or while participating in any school activity. A student whose misconduct interferes with rights on other students or adult or brings discredit upon him or herself or the school system will be disciplined in accordance with local and state rules and regulations as set forth. Students' misconduct that results in the violations of state and federal law will be referred to the appropriate law enforcement agency. All teachers and/or other supervisory personnel, employed by the district, are expected to assume responsibility for discipline. Teachers and other supervisory personnel are charged with the responsibility of knowing policies, procedures, rules and regulations. All school personnel who have responsibility of supervising students are equally obligated to correct student misconduct in a consistent manner at all times when students are under school jurisdiction. Cutting or reducing student grades outside of the teacher's established classroom rules is not acceptable disciplinary action. Supervisory personnel must afford students due process prior to taking disciplinary actions.

DRUG-FREE WORK PLACE

In accordance with the Drug-Free Workplace Act of 1988 the Board hereby declares that, with respect to all Leadership Preparatory Academy's (LPA's) employees, the manufacture, distribution, dispensing, possession, use or being Under the Influence of a Controlled Substance is strictly prohibited in the workplace, while on LPA's property, while in or operating LPA's vehicles, or in private vehicles on LPA's properties or work sites. Moreover, for all LPA's employees, the purchase, possession or ingestion of, or being Under the Influence of Alcohol while in the workplace, while on LPA's property, while in or operating LPA's vehicles or pieces of heavy equipment or in private vehicles on LPA's properties or work sites is also strictly prohibited. Entities contracting with the Board shall ensure a drug-free workplace, as a condition of the contract.

EMPLOYEE COMPLAINTS AND GRIEVANCES

All certified employees shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. Leadership Preparatory Academy encourages all employees to resolve complaints informally in a spirit of collegiality whenever possible. Please refer to Board Policy GAE for a complete description of the Employee Complaints and Grievances Policy.

EMPLOYEE ASSIGNMENTS

Employees are assigned to positions based on the needs of the school and the employee's certification, qualifications, and training. The Executive Director, through the Board, shall have the authority to reassign any employee for the efficient operation or for the best interest of the school.

EMPLOYEE DRESS CODE

All LPA employees shall dress in a professional manner and style in accordance with the dress of other professionals within the community. Employees are expected to be clean, neat, and appropriately dressed at all times during the employee's regular hours of work. The Executive Director has the authority to interpret the dress code and make a case-by-case determination of the appropriateness of dress and appearance. Any employee whose attire or dress is not professional in the opinion of the Executive Director or Administrator shall be directed to conform to the dress code. An employee, who is inappropriately dressed, may be sent home and required to return to work in acceptable attire. The employee shall not be paid for time away from work.

EMPLOYEE EVALUATION CERTIFIED PERSONNEL

All personnel will be evaluated annually for performance appraisal and professional development purposes. The annual written evaluation will be based on performance and the job description or the position.

CLASSIFIED PERSONNEL

All classified personnel employed by the Board shall be evaluated at least once each year. The process and the frequency of the evaluations, the instruments used, and the training of the evaluators shall be established by the Executive Director. All evaluations shall be discussed confidentially with the employee.

CRITICAL DAYS

1. Critical days are the three (3) days immediately before and three (3) following holidays.
2. Personal leave cannot be approved on a designated critical day.
3. Approval for personal leave on critical days can be granted through the principal and will not be accepted on call-in.

EMPLOYEE IDENTIFICATION CARDS AND BADGES

In order to ensure the safety and security of both staff and students, LPA ID Badges should be clearly visible at all times. Additionally, employees will be issued a key access card to their location. Please contact the Executive Director as soon you discover your access card is missing. The access card must be deactivated and new card will be issued. The cost is $10.00 to replace the access card and $5.00 for a new employee I.D. card.

HIRING

The Executive Director shall have the authority to place personnel in accordance with Board policies, adopted job classifications and salary schedules, and in such numbers authorized by the Board, provided that, placements at the level of executive director or above must be approved by the Board.

INCLEMENT WEATHER PROCEDURES

In case of an emergency school closure or schedule change, please refer to LPA's website. Additionally, employees may call 678-676-1200 for additional information when a school day is canceled because of inclement weather or other emergency conditions, the Executive Director shall have authority to reschedule the day within the annual period of time scheduled for the work calendar.

NEPOTISM

Employees cannot recommend for employment as a direct report, supervise or evaluate members of their immediate family.

OUTSIDE EMPLOYMENT

Employees may, during the times not required of them to fulfill assigned duties, engage in other employment, provided such employment does not violate any pertinent section of this policy, Board Policy "Code of Ethics," Descriptor Code

"GBU," or any contract the employee has with the LPA. Failure to disclose this information may result in disciplinary action, up to and including, termination.

REDUCTION IN FORCE (RIF)

The Governance Board will make every effort to avoid exercising Reduction-in-Force (RIF) procedures through planned management techniques. However, the Board recognizes that a RIF may be necessary when overstaffing occurs due to the reasons specified in Board Policy GBKA: Professional Personnel Lay-Off.

RESIGNATIONS

The Executive Director or Designee shall have authority to accept on behalf of the Board, an employee's resignation. If the Executive Director does not accept a resignation, it may be submitted directly to the Board for final disposition. Non-contractual employees are requested to submit a letter of resignation as soon as possible, but at least two weeks prior to the expected date for leaving LPA. Contractual employees should provide a 30-day advance notice.

REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT

Any school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse, sexual misconduct or other forms of harassment by another school employee, shall report such abuse or misconduct to the appropriate school administrator immediately. Please refer to your school administrator regarding protocols for reporting child abuse or neglect.

SEXUAL HARASSMENT

All employees of LPA are entitled to a work environment free from sexual harassment and all other forms of discrimination. Sexual harassment is a form of misconduct, which undermines the integrity of the employment relationship. No employee, male or female, shall be subject to unsolicited and unwelcomed sexual overtures or conduct of a verbal or physical nature. Please refer to Board Policy regarding Sexual Harassment complaint procedures.

SUBSTITUTE EMPLOYMENT

Substitute employees are defined as those employed for a daily, half-day, or hourly period to replace an employee who is absent from duty. The hours per day and days per week are based on the needs of the LPA. Substitute employees are paid at an hourly, daily or unit rate of pay on a semi-monthly payroll schedule. All substitute employees are subject to Medicare tax.

SICK LEAVE

All full-time personnel will be eligible for sick leave earned at a rate of one and one-fourth days each month of service. A physician's certificate will be required for work days missed if sick leave is granted: (1) at the beginning of the school year, (2) at the end of the school year, (3) on a critical day.A teacher absent for three or more days must always obtain a physician statement no later than the fourth day of absence. This statement should certify the employee's physical disability to work and the anticipated date and/or time of physical ability to return to duty.

TUTORING

Except as provided for in LPA-sponsored programs:

(1) no employee shall provide tutoring on LPA property for which compensation that is in addition to the employee's LPA salary is received; and

(2) no employee shall tutor, for compensation, either during the school year or summer, any student who is currently assigned to the employee.

WORK CALENDAR

LPA shall adopt the calendar used by DeKalb County for each school year. Plans should be made to avoid conflict with the work calendar whenever possible.

BENEFITS

A comprehensive benefits package is offered to full-time employees. Coverage will be effective on the first of the month following thirty (30) days of service and an insurance premium will be deducted the month prior to the effective date of coverage. If an employee is transferring to the LPA from another Georgia public school system or educational facility, the employee shall advise the HR department when enrolling so that medical premiums may be coordinated appropriately. Once the initial selection of benefits is made, changes may only be made during Open Enrollment or for a qualifying event as defined in Section 125 of the IRS code. Benefits Options Available for Employees:

STATE HEALTH BENEFIT PLANS

LPA offers an array of health plans that include major medical and pharmacy benefits.

Options include:

- Health Maintenance Organization (HMO)
- Health Reimbursement Account (HRA) Health Plans *f* High Deductible Health Plans (HDHP)

STATE PERSONNEL ADMINISTRATION -FLEXIBLE BENEFIT PLANS

The LPA offers the following optional benefit plans:

- Dental
- Vision
- Legal Insurance
- Employee Optional Group Term Life and AD&D Insurance
- Spouse and Children Term Life Insurance
- Dependent Care Spending Accounts
- Health Care Spending Accounts
- Short-Term Disability - Replaces up to 60% of salary
- Long-Term Care Insurance
- Specified Illness Insurance

****All health and flexible benefits provided are at a rate significantly reduced from that available if the individual were not an employee of the LPA ****

OTHER AVAILABLE BENEFITS TO LPA EMPLOYEES

- Optional Tax Sheltered Annuity Investments
- Direct Deposit of Paychecks
- Credit Union Membership
- Sick Leave Bank

COBRA

If an employee or dependents become ineligible for coverage under the LPA's medical, dental, or vision program, the employee may be eligible to extend coverage under the federal COBRA program. This allows the employee and/or dependents to continue receiving insurance coverage by self-paid premiums.

EMPLOYEE ASSISTANCE PROGRAM

The Employee Assistance Program (EAP) provides confidential counseling to help employees with any issues that can cause distress and interfere with their ability to do their job well. Full-time employees and their families can call 1-877-327-5832

HOLIDAYS

LPA recognizes the following holidays:

- Independence Day
- Labor Day
- Thanksgiving Holiday
- Winter Holiday/Break
- New Year's Day
- Martin Luther King, Jr.'s Birthday
- Presidents' Day
- Spring Holiday/Break
- Memorial Day

MEDICARE

All employees who were initially employed or reemployed after March 31, 1986, are required by federal law to pay Medicare tax. The Medicare employer contributions must be charged against the Alternative Plan to Social Security.

PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM

All employees who are eligible to participate in the Public School Employees Retirement System of Georgia are required, under the provisions of O.C.G.A. § 47-4-40, to become members when employed by the Board. Bus drivers, food service employees, some non-supervisory maintenance and custodial personnel, and other employees not eligible 18 for membership in TRS are eligible for membership in PSERS. For additional information on PSERS, please contact the Public School Retirement System of Georgia (PSERS) (404) 350-6300 or www.ers.ga.gov.

SOCIAL SECURITY

Eligible part-time and substitute employees may participate in the Social Security Program and, when required under the provisions of federal law, may pay contributions to FICA when employed by the Board.

TEACHERS RETIREMENT SYSTEM

All employees, pursuant to applicable statute, who are eligible to participate in the Teachers Retirement System of Georgia (TRS), are required, under the provisions of the law, to become members of TRS when employed by the DeKalb County Board of Education. The state and the Board shall contribute their portions of the funds as required by law, and the employee's portion shall be deducted from the employee's salary as required by law. All covered compensation paid by the Board to eligible, full-time employees shall be reported to TRS. Eligible members of TRS are required to contribute 6% of their salary. The LPA contributes 13.15% of the employee's salary. For additional information, please visit www.trsga.com. The following positions are covered under TRS: teachers, administrators, supervisors, teacher aides, secretaries, paraprofessionals, public school nurses, employees of the Agricultural Extension Service. For additional information on TRS, please contact the Teachers Retirement System of Georgia (TRS) (404) 352-6500 or www.trsga.com.

WORKERS'COMPENSATION

Employees may be entitled to workers' compensation benefits if injured on the job. The injury must arise out of and in the course of employment. The injured employee must provide notice, either in person or in writing, of the injury immediately, but not later than 30 days after the accident, to the employee's immediate supervisor. Failure to do so may result in the loss of benefits. The injured employee may select a medical care provider from the panel of approved physicians. Only those providers listed are authorized to provide medical care for a work-related injury. Generally, employees are not eligible for workers' compensation benefits for injuries sustained going to or coming from work, during deviations from the scope of employment (e.g., a person making a delivery drives to a place unconnected to the employee assignment), as a consequence of imported danger (e.g., an employee's own attire or a personal weapon causes injury to the employee, when an employee engages in a prohibited act, when the employee engages in horseplay, during recreational or social activities, or during times in which the employee is not subject to the employer's control (e.g., not on the premises, not during the regularly scheduled work day). Any questions should be addressed to your immediate supervisor or a Legal Affairs Representative.

CERTIFICATION

The Certification Unit ensures that all educators in the LPA adhere to the certification rules and guidelines set forth by the State of Georgia and the Georgia Professional Standards Commission (PSC). It is the responsibility of all professionally certified employees to obtain and maintain Georgia certification. Certification forms and information are available on the PSC's website at http://www.gapsc.com.

ADDING A FIELD TO AN EXISTING CERTIFICATE

To add a field to an established professional certificate at the bachelor's degree level or higher, an applicant must either:
(1) pass the appropriate content assessment(s) in the new field; or
(2) complete a state-approved program in the new field and be recommended by the program for certification in the appropriate field.

Teachers must complete the certification application and submit documentation to the Certification Unit. Once all documents have been received, the packet will be submitted by the Certification Unit via the ExpressLane portal to the PSC.

ALTERNATIVE TEACHER CERTIFICATION

Teacher Academy for Preparation and Pedagogy (TAPP)The TAPP Program is designed to provide an untraditional, non-degree, preparation route to teacher certification. The required coursework will be completed through a blend of online and face-to-face coursework. The teacher candidate has up to three (3) years to complete the program.

CERTIFICATE CATEGORIES

Certificates are grouped under two major categories: Renewable and Non-renewable. Renewable certificates are valid for five (5) years, during which time the educator must satisfy standard renewal requirements. Nonrenewable certificates are valid for three (3) years. During the three (3) year validity period, the educator must satisfy specified requirements to convert the non-renewable certificate to a clear renewable certificate.

CERTIFICATE LEVELS

The level assigned to a certificate indicates the highest degree level recognized by the PSC that has been awarded to the certificate holder. College hours beyond a degree are not used to assign the level. Only the highest degree awarded on an official transcript from a PSC accepted accredited institution is used to determine the single level that is assigned to all certificate fields held by that educator. The assignment of a certification level to various degrees is contingent on a valid certificate field being held and the degree being awarded on an official transcript from a PSC–accepted accredited institution.

HIGHLY QUALIFIED PROVISIONS

Certificated staff must hold a valid Georgia certificate in the field to which they are assigned. Any teacher who does not teach in the field for which he/she was properly certified 100 percent of the day will not be considered "highly qualified." Failure to maintain the status of "highly qualified" may result in termination or non-renewal of an employee's contract.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PARENTS RIGHT TO KNOW

Under the Elementary and Secondary Education Act, school LPAs that receive Federal Title I funding must notify parents of their right to know the professional qualifications of the teachers and paraprofessionals who instruct their child.

NON-HIGHLY QUALIFIED TEACHER LETTERS

An additional provision of the ESEA requires that the LPA notify parents if their child is assigned to a teacher for four or more consecutive weeks who is not "highly qualified." A Non-Highly Qualified letter must be sent for teachers in core area fields only. Core area fields include Reading, Language Arts, Math, Social Studies, Science, Fine Arts, and Foreign Languages.

RENEWAL REQUIREMENTS FOR CLEAR RENEWABLE CERTIFICATES

Educators should not allow their educator's certificates to expire. Failure to maintain a valid certificate at all times may be considered grounds for termination or nonrenewal of an employee's contract.

Requirements for renewal include

1. A criminal record check must be done through the Department of Public Safety during the school year in which the certificate expires; and

2. A completed teacher certification application.

Once all requirements have been satisfied, the applicant documents (application and the Criminal Background Check form) should be submitted to the Certification Unit.

SUBJECT AREA CONTENT ASSESSMENT

Georgia Assessments for the Certification of Educators (GACE) test are fully aligned with national standards, Georgia educator certification requirements, Georgia educator preparation standards, and the Georgia Performance Standards (GPS). Two GACE assessments types are required for all professional certificates in the State of Georgia (Basic Skills Assessment and Content Assessments).

BREAK PERIODS

The Federal FLSA guidelines do not require breaks be given to employees. All non-exempt employees will be paid for hours worked. The LPA permits the reasonable use of rest periods of short duration (for example, five to ten minutes) to help an employee work more efficiently. Any time taken as a break during work hours is paid time. Supervisors are asked to practice flexibility and empathy when personal needs for short breaks arise. This will require thorough administrative oversight, and if the use of break periods is abused by staff, administration has the right to refuse break time or to make any appropriate modifications or limitations necessary.

CONTRACTS

NEW HIRE

At the time of hire, a certified employee will be issued a standard, annual contract, which is valid for the current school year.

ANNUAL

In May of each school year, the Governing Board will issue new contracts for the upcoming school year to all eligible, professional personnel recommended for contract renewal. Employees who have resigned, been terminated, or have not been recommended for contract renewal will be notified in writing.

COST OF LIVING ADJUSTMENTS AND STEP INCREASES

Salary increases will be awarded for Cost of Living Adjustments (COLA) when approved by the Board. For certificated employees who receive satisfactory annual evaluations, step increases are given when approved by the Board. A step increase may be denied to a certificated employee if he/she receives an unsatisfactory annual evaluation in a given school year. Please Note: All step increases will have to be approved by the Governing Board.

DUTY-FREE LUNCH FOR TEACHERS (O.C.G.A. § 20-2-218)

Every teacher who is employed in grades Kindergarten through five (K - 5) for a period of time of more than one-half of the class periods of the regular school day shall be provided a daily lunch period of not less than 30 consecutive minutes, and such employee shall not be assigned any responsibilities during this lunch period.

FAIR LABOR STANDARDS ACT

The Fair Labor Standards Act (FLSA) is a federal labor law governing overtime, minimum wage, child labor, and equal pay. It requires employers to keep records of all hours worked by non-exempt employees.

NON-EXEMPT OR EXEMPT

Under the FLSA, LPA employees are classified as "non-exempt" or "exempt." Non-exempt employees are entitled to overtime pay; exempt employees are not. For non-exempt employees, the FLSA requires overtime pay (at time and one half) for all hours worked over 40 in a workweek.

PAYROLL DEDUCTIONS

Each employee's paycheck will have specific deductions as required by law, LPA regulation(s), and/or at the employee's request. Examples of required deductions include, but are not limited to, federal and state income taxes and retirement contributions (e.g., Teachers Retirement System (TRS) or Public School Employees Retirement System (PSERS). Examples of optional deductions include, but are not limited to, credit union savings or loan payments, insurance premiums, and charitable contributions.

RETIREES RETURNING TO WORK

A retiree from the LPA or another Georgia school system will be employed in accordance with TRS and Board guidelines and procedures.

SALARY INCREASE FOR ADVANCED DEGREE

Employee may receive a salary increase, if placed on a salary schedule, which recognizes a salary increase for an advanced degree. Due to changes instituted by the Professional Standard Commission (PSC) regarding degree upgrades and the LPA's compensation structure, employees should contact the Board prior to enrolling into a program to inquire about a salary increase for an advanced degree. This is the employee's responsibility. The board will authorize the salary increase based on the changes by PSC.

SALARY PLACEMENT FOR CERTIFIED EMPLOYEES

Salaries for certificated employees are determined by the Georgia teaching certificate that they hold and the years of experience that have been verified. Salary placement for a certified employee will be administered in accordance with Georgia Code: GBA (5)160-5-2-05, "Experience for Salary Purposes."

SALARY PLACEMENT FOR CLASSIFIED EMPLOYEES

For classified employees, salary placement is determined based on the appropriate verification of experience. Classified employees will not receive additional salary compensation for education that is beyond what is required for the position.

SALARY SCHEDULE

The annual compensation for teachers will be based on the teacher's salary schedule adopted by the Board.

SIGN-IN/SIGN-OUT SHEET

Non-exempt employees are required to sign in at the start of their workday, sign out for lunch, sign in after lunch, and sign out at the end of the day. School based exempt employees should sign in at the beginning of the day and out at the end of the day. Exempt employees are not required to sign in and out for lunch.

VOLUNTEER WORK PROHIBITION

The LPA is prohibited from asking a non-exempt employee, under any circumstances, to "volunteer" to perform services. Non-exempt employees, in turn, are prohibited from performing any volunteer work that is the same type of work for which the employee is usually paid. Under the FLSA, an overtime-eligible employee cannot volunteer or be asked to volunteer to do extra work if payment would otherwise be required in order to get the work accomplished.

The FLSA states that an employee may volunteer and not receive compensation if and only if the employee;

(1) performs hours of service for a public agency for civic, charitable, or humanitarian reasons, without expectation of compensation;
(2) offers services freely and without pressure or coercion; and
(3) is not otherwise employed by the same school LPA to perform the same type of services as those for which the individual proposes to volunteer. Therefore, for example, principals cannot ask a nonexempt employee to "volunteer" a day to perform duties for which they would usually be compensated.

LEAVES AND ATTENDANCE

To ensure the stability of a competent work force and job security for employees, the Board provides leave of absence benefits to eligible employees. Please refer to Board Policy GBRI: Professional Personnel Personal Leaves and Absences, for a complete listing of all employee leave provisions.

ATTENDANCE

All employees are expected to be at work on time, every day. Late or absent employees must call the Executive Director or designee as soon as possible in advance of time to report. When calling, the employee must speak to the supervisor or designee. Leaving a voice mail is not permitted. Following this process will allow the employee the option of choosing time from sick or personal leave to ensure payment for the time absent; however, if the employee does not call and speak to the supervisor or designee, their pay will be docked for time missed. Failure to call in when absent for any reason other than approved vacation or personal leave will be considered an unauthorized absence. Only in an emergency shall someone other than the employee call the principal/school designee to report an absence.

BEREAVEMENT/RELIGIOUS LEAVE

An employee may use up to a maximum of three (3) days of accumulated sick leave and/or up to three (3) days of personal leave as religious or bereavement leave in the event of the death of a relative. Relative is defined as the following: spouse, child, sibling, parent, grandparent, grandchild, and corresponding step and in-law relations. If the employee desires to take leave in excess of the days provided under this policy, the employee may take unpaid leave.

EXTENDED MEDICAL LEAVE

Employees who have exhausted the leave provisions under the FMLA may apply for an extended medical leave. The extended medical leave may not exceed a period of one year. After one year, if the employee does not return to LPA, the employee will be separated from LPA.

FAMILY AND MEDICAL LEAVE

LPA fully complies with the Family and Medical Leave Act (FMLA) as adopted by the U. S. Congress on February 5, 1993. Employees who have been employed by the LPA for at least 12 months and have worked at least 1,250 hours for the LPA in the previous 12-month period, are eligible to take 12 weeks of unpaid leave for the following: (a) because of the birth of a son or daughter of the employee and in order to care for such son or daughter; (b) because of the placement

of a son or daughter with the employee for adoption or foster care; (c) in order to care for the spouse, or a son, daughter, or parent, of the employee, if such spouse, son, daughter, or parent has a serious health condition; (d) because of a serious health condition that makes the employee unable to perform the functions of the position of such employee; or (e) because of any qualifying exigency arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces. All leave shall be taken in accordance with the FMLA. The employee must complete the appropriate documentation and return to the HR department for review.

JOB PROTECTION UPON RETURN FROM LEAVE

LPA will make every effort to find a position for reemployment for eligible employees returning from leave of absence. Employees returning from FMLA leave will be returned to the same or equivalent position and location, as defined under the FMLA. Employees returning from an approved Extended Leave of Absence may be considered for reinstatement in accordance with the Administrative Regulation associated with Board Policy GBRI.

JURY AND WITNESS LEAVE

Employees subpoenaed either for jury duty or as a witness to testify before a court of law in a case arising out of the employee's duties as an LPA employee shall be allowed a leave of absence without loss of pay. An employee, who serves as a juror or a witness, as described herein, shall not have the leave deducted from sick, personal, or professional leave. No employee utilizing witness leave shall be required to pay the cost of employing a substitute employee to serve during the employee's absence on such witness leave.

LEAVE OF ABSENCE WITHOUT PAY

All requests for a leave of absence without pay must be approved. Any employee who takes a leave of absence, for any reason, without approval from the Executive Director will be placed on leave without pay. If the employee fails to respond to the notification and/or to return to work, the employee may be recommended to the Governing Board for termination from the LPA for abandonment of his/her assigned position.

MILITARY LEAVE

Full-time employees of the LPA shall be entitled to paid military leave not to exceed eighteen days in any federal fiscal year for the purpose of complying with ordered military duty with the Armed Forces of the United States or the State of Georgia, including duty as a voluntary member of the militia or the reserve component. Employees are also entitled to paid leave not exceeding thirty days in any one federal fiscal year if ordered to duty as a result of the declaration of any emergency by the governor or the appropriate officials of the United States Armed Forces. Full-time employees of LPA shall be entitled to military leave for long-term, ordered military duty, with full employment and reinstatement rights as provided by law. The employee subject to such military duty must provide the Division of Human Resources with a copy of the official military orders, along with the request for such leave.

PERSONAL LEAVE

During a school year, employees may utilize up to a maximum of three (3) days of any accumulated sick leave, if prior approval of the absence has been given by the employee's immediate supervisor and if the presence of the employee requesting the absence is not essential for effective school operation. Employee attendance on certain 30 days, designated critical days, is crucial for effective school operation. Personal/vacation leave may not be authorized during the following designated critical days for any personnel: pre-planning, post planning, the first five (5) days of the school year, or the last five (5) days of the school year. Any exceptions must be approved by the Executive Director or designee. Further,

personal/vacation leave may not be authorized for school-based employees during either the first two (2) days prior to a school holiday period or a work calendar reduction day, or the two (2) days following a school holiday period or a work calendar reduction day. Nor may personal/vacation leave be authorized for school-based employees during any federal or state standardized assessments administered by LPA. All requests for personal leave must be submitted in writing to the employee's principal or supervisor at least three (3) days
prior to the requested leave date. Any days missed for personal reasons in excess of three (3) days are unauthorized absences and will result in loss of pay charged at the employee's daily rate of pay. An employee is not required to indicate specific reasons for personal leave. The employee's principal or supervisor has the right to approve or deny the employee's request for personal leave.

VACATION LEAVE

Full-time, 12-month employees who have completed a minimum of ninety (90) days of service in the LPA will earn ten (10) days of vacation per year during the first five (5) years of continuous employment. During each additional one-year period of continuous service, the employee earns one more day of vacation than that earned the preceding year, not to exceed twenty (20) days of vacation per year. Unused vacation days may be accumulated, up to a maximum of thirty (30) days in addition to vacation earned during the current year of service, but no more than one-half of the earned but unused vacation of the previous year may be accumulated. All requests for vacation leave must be submitted, in writing, to the employee's principal or supervisor at least two weeks prior to the requested leave date. The employee's principal or supervisor has the right to approve or deny the employee's
request for vacation leave.

FINANCIAL DATA/LEGAL PROCESSING

Child support, tax levies, and bankruptcy and garnishment transactions are processed according to applicable state and federal laws.

NAME AND ADDRESS CHANGES

Each employee of the LPA has the responsibility to notify the Bookkeeper of changes to their current mailing address and/or telephone number. In order to change a name on personnel records, it is necessary for the employee to request and complete a name-change packet. Additionally, all certificated employees who choose to change their name on their educator's certificate must complete and submit a name change application to the Certification Unit.

BULLETIN BOARDS

All teachers are responsible for completing and maintaining a standard base bulletin board outside their respective classroom. Bulletin boards should be updated on the 1st of each month. Please make certain that the bulletin boards accurately display material being covered in the lessons. Also, be careful to not display material deemed inappropriate for school. Use of correct spelling and grammar are a must. All staff is responsible for cleanliness of your room.

CONFERENCES

1. The parent, teacher, and/or principal may initiate conferences
2. Any conference scheduled by a teacher should be placed in the conference log.
3. If a conference is requested by telephone through the secretary, a note will be placed in the teacher's/staff mailbox
4. This procedure gives the teacher/staff the opportunity to reschedule if needed.

5. It also does not require teachers to be called to the phone for immediate schedule verification.

Remember that Leadership Preparatory Academy strongly encourages parent involvement. Teachers are encouraged to contact each parent during the first month of school to introduce him or her self and to initiate positive conversations regarding the student. Teachers and parents benefit most from scheduled conferences; Informal conferences in hallways when parents drop off students, during class time and when teachers have other responsibilities should be avoided. Try avoid consistently telling parents about problems with their child when they are in the building for other reasons. Conferences should be made before speaking with a parent. Do not allow a parent(s) to engage you in a conference when they are dropping off or picking up students.

DEFICIENCIES

1. A deficiency should be issued for all D's and F's along with a remediation plan when it becomes apparent that a child's grade is failing.
2. Pont average (GPA) is declining.
3. It is required by DeKalb County Board Policy that each remediation plan should contain steps for parent to follow and procedures they will use.
4. Failure to comply will result in a breach of contract by not adhering to state and county policies. Deficiencies should be issued at least 14 days prior to the end of the grading period.

LESSON PLANS

1. Lesson plans will be checked each week.
2. Lesson plans should be formulated during planning time.
3. A copy of the lesson plans should be left on the teacher's desk daily
4. Under no circumstances should instructional time be used for planning.
5. A copy of lesson plans should be electronically sent to the assigned administrator no later than 2:00p.m. every Friday.
6. Lesson plans should be written so that they can be used by anyone who substitutes for the teacher.
7. The DeKalb Board Policy requires plans to contain objectives, materials, procedures and some evaluation method for objectives. Homework should be planned as a vital part of the plan (see homework).

REPORT CARDS

1. Each homeroom teacher is required to enter grades weekly. A defiance notice must be sent home when a student is performing below grade level. This projected grade report is to be turned in to the assigned administrator with supporting documents for failing grades for approval. Upon approval, grades may then be placed on the report card. In order to eliminate computer errors, care must be taken to make all entries on the report card as meticulously as possible.
2. We are responsible for the attendance and grades for the entire reporting period on each student. If a student transfers in, grades from the transfer form should be averaged with the grades that the child has received since enrolling at Leadership Preparatory Academy. Days present and absent will be added to those on the transfer form according to the attendance register.
3. If a student enrolls during the semester, and has at least 20 days of attendance, the student must have grades recorded. If the student does not have 20 days, the options are as follows:
4. Place X's in the grade column
5. Give a grade if there is sufficient evidence to justify the grade.

6. There must be sufficient evidence of grades, separated by categories of tests, projects and coursework in the teacher's grade book to justify grade given.

   Evaluation of each student's performance and progress is critical. A specific grading policy must be used for each subject. The grading scale for the DeKalb School System is:

90-100	A - Excellent
80-89	B- Good
71-79	C- Average
70	D - Poor
Below 70	F - Failing

SUBSTITUTE FOLDER

7. A substitute folder must be maintained, which included the teacher's lesson plans. This folder, which will be checked by the Academic Coordinator should contain:
8. Class Roll
9. Seating charts
10. Lists of reading and math groups
11. Daily schedules
12. Library procedures
13. Dismissal procedures
14. Names of at least two (2) dependable student helpers that are knowledgeable about classroom routines and procedures
15. First air procedures, in case of emergencies
16. Locations of fire drill and tornado plans
17. List and location of teacher's manual
18. Pertinent information concerning individual students (i.e., medical needs) or students on medication and times the medication is to be given.
19. Grading procedures for the grade level
20. Any other details regarding your class

SUPERVISION OF CHILDREN

Students should be supervised at all times. Please call the front office for an administrator, should you leave the classroom. Students should not be sent to run errands for teachers. All students not under the direct supervision of faculty must have hall passes.

KNOW WHERE YOUR CHILDREN ARE AT ALL TIMES!

Appendix 5C

State Salary Schedule

FY 2014

STATE SALARY SCHEDULE

Folder Name: FY 14 INITIAL

OFFICIAL

GEORGIA ANNUAL/MONTHLY SALARY SCHEDULE
FOR 10 MONTHS EMPLOYMENT

BASE EQUALS $33,424.00

SCHOOL YEAR 2013 - 2014

LEVEL OF CERTIFICATION

Years of Creditable Service	Salary Step	T-1 $31,586.00 94.50% OF T - 4	T-2 $32,505.00 97.25% OF T - 4	PROV BT-4 $31,586.00 94.50% OF T - 4	PROF T-4 $33,424.00 100.00% N/A	PROV BT-5 $35,597.00 106.50% OF T - 4	PROF T-5 $38,438.00 115.00% OF T - 4	PROV BT-6 $40,936.00 106.50% OF T - 5	PROF T-6 $43,435.00 113.00% OF T - 5	PROV BT-7 $46,258.00 106.50% OF T - 6	PROF T-7 $48,213.00 111.00% OF T - 6
0,1,2	E	$31,586.00 $2,632.17	$32,505.00 $2,708.75	$31,586.00 $2,632.17	$33,424.00 $2,785.33	$35,597.00 $2,966.42	$38,438.00 $3,203.17	$40,936.00 $3,411.33	$43,435.00 $3,619.58	$46,258.00 $3,854.83	$48,213.00 $4,017.75
3	1	$32,534.00 $2,711.17	$33,480.00 $2,790.00	$31,586.00 $2,632.17	$34,427.00 $2,868.92	$36,665.00 $3,055.42	$39,591.00 $3,299.25	$42,164.00 $3,513.67	$44,738.00 $3,728.17	$47,646.00 $3,970.50	$49,659.00 $4,138.25
4	2	$33,510.00 $2,792.50	$34,484.00 $2,873.67	$31,586.00 $2,632.17	$35,460.00 $2,955.00	$37,765.00 $3,147.08	$40,779.00 $3,398.25	$43,429.00 $3,619.08	$46,080.00 $3,840.00	$49,075.00 $4,089.58	$51,149.00 $4,262.42
5	3	$34,515.00 $2,876.25	$35,519.00 $2,959.92	$31,586.00 $2,632.17	$36,524.00 $3,043.67	$38,898.00 $3,241.50	$42,002.00 $3,500.17	$44,732.00 $3,727.67	$47,462.00 $3,955.17	$50,547.00 $4,212.25	$52,683.00 $4,390.25
6	4	$35,550.00 $2,962.50	$36,585.00 $3,048.75	$31,586.00 $2,632.17	$37,985.00 $3,165.42	$40,454.00 $3,371.17	$43,682.00 $3,640.17	$46,521.00 $3,876.75	$49,360.00 $4,113.33	$52,569.00 $4,380.75	$54,790.00 $4,565.83
7	5	$36,617.00 $3,051.42	$37,683.00 $3,140.25	$31,586.00 $2,632.17	$39,125.00 $3,260.42	$41,668.00 $3,472.33	$44,992.00 $3,749.33	$47,917.00 $3,993.08	$50,841.00 $4,236.75	$54,146.00 $4,512.17	$56,434.00 $4,702.83
8	6	$37,716.00 $3,143.00	$38,813.00 $3,234.42	$31,586.00 $2,632.17	$40,886.00 $3,407.17	$43,543.00 $3,628.58	$47,017.00 $3,918.08	$50,073.00 $4,172.75	$53,129.00 $4,427.42	$56,583.00 $4,715.25	$58,974.00 $4,914.50
9,10	7	$38,847.00 $3,237.25	$39,977.00 $3,331.42	$31,586.00 $2,632.17	$42,113.00 $3,509.42	$44,849.00 $3,737.42	$48,428.00 $4,035.67	$51,575.00 $4,297.92	$54,723.00 $4,560.25	$58,280.00 $4,856.67	$60,743.00 $5,061.92
11,12	L1	$40,012.00 $3,334.33	$41,176.00 $3,431.33	$31,586.00 $2,632.17	$43,376.00 $3,614.67	$46,194.00 $3,849.50	$49,881.00 $4,156.75	$53,122.00 $4,426.83	$56,365.00 $4,697.08	$60,028.00 $5,002.33	$62,565.00 $5,213.75
13,14	L2	$41,212.00 $3,434.33	$42,411.00 $3,534.25	$31,586.00 $2,632.17	$44,677.00 $3,723.08	$47,580.00 $3,965.00	$51,377.00 $4,281.42	$54,716.00 $4,559.67	$58,056.00 $4,838.00	$61,829.00 $5,152.42	$64,442.00 $5,370.17
15,16	L3	$42,448.00 $3,537.33	$43,683.00 $3,640.25	$31,586.00 $2,632.17	$46,017.00 $3,834.75	$49,007.00 $4,083.92	$52,918.00 $4,409.83	$56,357.00 $4,696.42	$59,798.00 $4,983.17	$63,684.00 $5,307.00	$66,375.00 $5,531.25
17,18	L4	$43,721.00 $3,643.42	$44,993.00 $3,749.42	$31,586.00 $2,632.17	$47,398.00 $3,949.83	$50,477.00 $4,206.42	$54,506.00 $4,542.17	$58,048.00 $4,837.33	$61,592.00 $5,132.67	$65,595.00 $5,466.25	$68,366.00 $5,697.17
19,20	L5	$45,033.00 $3,752.75	$46,343.00 $3,861.92	$31,586.00 $2,632.17	$48,820.00 $4,068.33	$51,991.00 $4,332.58	$56,141.00 $4,678.42	$59,789.00 $4,982.42	$63,440.00 $5,286.67	$67,563.00 $5,630.25	$70,417.00 $5,868.08
21+	L6	$46,384.00 $3,865.33	$47,733.00 $3,977.75	$31,586.00 $2,632.17	$50,285.00 $4,190.42	$53,551.00 $4,462.58	$57,825.00 $4,818.75	$61,583.00 $5,131.92	$65,343.00 $5,445.25	$69,590.00 $5,799.17	$72,530.00 $6,044.17

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Appendix 5D

Job Descriptions

Chief Executive Officer

Position Level: Exempt

Reports to: Governance Board

Summary: Serves as chief executive officer (C.E.O.) of Leadership Preparatory Charter School (LPA). The CEO operates under the policy direction of the Governance Board and in accordance with federal and state laws; provides assistance to the Board in developing, formulating, and revising guidance documents in school finance, school program planning, and educational program review in accordance with Georgia Charter School Law, DeKalb County School District, and Georgia DOE. This position ethically manages all assets of LPA according to legal standards of the State of Georgia.

The CEO has the authority to specify actions required and to detail how the school will operate. Work is accomplished by providing leadership to the school employees and members of the community, and by system management that recognizes the need to achieve student, staff and Board goals, as well as the system improvement plans and objectives.

Essential duties and responsibilities include the following. Other duties may be assigned.

1.0 - PERFORMS AS EDUCATIONAL LEADER OF THE SCHOOLS

1.1 Supervises and evaluates educational program directors.

1.2 Works with the Chief Academic Officer (CAO) to oversee planning and evaluation of curriculum and instruction.

1.3 Maintains a current knowledge of developments in curriculum and instruction.

1.4 Works with the program directors, administrative staff and committees to prepare long- and short- term goals for the school, including student achievement.

1.5 Communicates vision/mission to school personnel.

1.6 Participates in professional activities to enhance knowledge and skills and shares expertise with colleagues.

2.0: SERVES AS CHIEF OPERATING OFFICER OF THE SCHOOL

2.1 Implements policies of the governance board.

2.2 Reports to the governance board about the status of programs.

2.3 Recommends actions and alternatives to the board.

2.4 Acts as liaison between the governance board and school staff.

2.5 Informs the board about rules and regulations of the GA Department of Education, DCSD, and state and federal laws.

2.6 Informs the board about current trends and developments in education.

3.0: OVERSEES STAFF PERSONNEL MANAGEMENT

3.1 Works with the HR and Chief Finance Officer (CFO) to develop recruitment plan and organize recruitment of personnel.

3.2 Oversees the assignment of personnel.

3.3 Ensures administration of human resource policies and programs

3.4 Oversees the implementation of a personnel evaluation system that differentiates the performance of employees in the system.

3.5 Works in conjunction with the HR and CFO to maintain up-to-date job descriptions for all personnel.

3.6 Oversees the planning and evaluation of the professional learning program.

3.7 Oversees employee discipline consistent with Board policies and employment standards.

3.8 Recommends salary changes or dismissal/renewal of staff to the Governance Board, in conjunction with the program directors and Chief Learning Officer (CLO).

4.0: OVERSEES FACILITIES MANAGEMENT (SECURITY AND SAFETY MANAGEMENT)

4.1 Prepares long- and short-range plans for facilities and sites.

4.2 Works on facilities coordination with the program directors to

a. Ensure the maintenance of school property.

b. Monitor any construction, renovation, or demolition of school facilities.

c. Maintain and implement policies for the use of school property.

d. Oversee and implement policies for safe school facilities.

5.0: OVERSEES FINANCIAL MANAGEMENT

5.1 Works with through the designated budgetary process, as outlined in policy to:

a. Prepares the overall school budget.

b. Ensures that expenditures are within limits approved by the governance board.

c. Monitors compliance with policies and laws.

d. Reports to the governance board on the financial condition of the school.

e. Establishes and monitors procedures for procurement of equipment and supplies.

f. Oversees preparation and dissemination of financial reports to required stakeholders.

6.0: DIRECTS COMMUNITY RELATIONS ACTIVITIES

6.1 Articulates educational programs and needs to the community.

6.2 Maintains contact with news media.

6.3 Participates in community affairs.

6.4 Involves the community in planning and problem -solving for the schools.

6.5 Communicates with and understands the needs and perspectives of various outside groups and stakeholders. This includes (but is not limited to):

a. The PTO, SCHOOL COUNCIL

b. The GA Association of Charter Schools

c. Legislators

d. area colleges/universities – our authorizere.

e. other outside organizations and partners

7.0: OVERSEES STUDENT SUPPORT SERVICES

7.1 Works with the program directors to:

a. Monitor student support services.

b. Monitor student data collection and state reporting.

c. Implement policies and programs relating to behavior and discipline of pupils.

d. Maintain programs for the health and safety of pupils.

8.0: ENSURES ORGANIZATIONAL MANAGEMENT

8.1 Provides leadership for the development of a systematic plan for continuous school improvement

8.2 Maintains, directly or through delegation, student, personnel, business and other records according to school policy.

8.3 Ensures filing of all required reports by state and federal law/regulation.

8.4 Advises committees and the Board of the need for new and revised policies. Involves staff and committees in the process.

8.5 Makes administrative decisions necessary for the effective and efficient operation of the school, including working with consultants, as needed.

8.6 Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school appear on the agenda or are expected to be raised.

9.0: PROMOTES SCHOOL, COMMITTEE AND COMMUNITY INVOLVEMENT

9.1 Visits school buildings and classrooms in order to observe the quality of the educationalenvironment. Attends a reasonable number of student/staff events.

9.2 Seeks to stay informed about issues and activities in the schools that add to, or distract from, the mission, vision and beliefs.

9.3 Has a reasonable level of knowledge regarding the interaction of program directors, staff, students, and parents.

9.4 Keeps the public informed about educational practices and trends as well as the policies, practices, success and challenges of the school.

9.5 Serves as an ex-officio member of the Governance board and a member of the Personnel Committee; works with the Board Chair, the Personnel Committee Chair, and assigned staff to set agendas and documents for meetings; attends other committee meetings as invited or necessary to ensure the effective and efficient running of the school.

9.6 Works with the program directors and administrative staff to ensure adequate representation at the committees throughout the school, as directed by policy.

10.0: PROMOTES POSITIVE COMMUNICATION AND INTERACTION

10.1 Actively participates with parents and staff to promote communication and collaboration.

10.2 Works with program directors to ensure that there is a developed and effective system of communication between teachers, staff, students and parents.

10.3 Works with relevant staff to determine and communicate school closings.

11.0: ENSURES ESSENTIAL MARKETING

11.1 Works with the program directors and the Enrollment Coordinator to direct marketing efforts as needed to ensure budgeted enrollment.

12.0: SPECIAL EDUCATION AND TITLE PROGRAMS

12.1 Works with the Special Education Director to ensure compliance with the guidelines established by the GEORGIA Department of Education and ensures implementation of administrative procedures for Special Education, Title and other programs consistent with federal law, state school law and DeKalb County School District guidelines.

12.2 Works with the program directors to ensure consistent implementation of special education services across programs.

12.3 Ensures that IEP meetings and placement review meetings for special education students are held in accordance with state law.

12.4 Acts as school administrative representative to Individual Education Plan meetings and evaluations on high-level IEP meetings.

12.5 Ensures that a Child Study Team process is in place and implemented in accordance with state and federal guidelines.

2.6 Ensures that a 504 evaluation process is in place and implemented in accordance with state and federal guidelines.

12.7 Works with the program directors to ensure that Title I personnel as given direction, supervised and evaluated.

12.8 Works with the program directors and the HR and CFO to submit annually all the necessary documents for Title I.

EVALUATION: Performance will be evaluated by the Governance Board using the Chief Executive Officer Evaluation Instrument tied to this job description and pre-established goals.

QUALIFICATIONS: Preferred Qualifications:

- Experience running or operating in a charter school or extensive knowledge of charter schools;
- Experience launching and designing new schools and or businesses;
- Experience working with urban schools and engaging residents of urban communities;
- Direct classroom or instructional leadership experience;
- Prior fundraising experience;
- Passion for innovation and out of the box thinking to improve education for children.
- A passionate belief in LPA's mission, values, and educational model;

- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Essential Knowledge/Skills: Knowledge of Board policies, GA statutes, policies and procedures of the GA PSC; GA DOE; DCSD. Awareness of community support, community expectations for the schools, curriculum and instructional theory and practices, management principles and financial planning, management information systems and leadership techniques is essential. The position requires, among other qualities, managerial, observational, communications, and leadership skills and abilities, or any equivalent combination of experience and training that would provide the required knowledge, skills and abilities.

EDUCATION and/or EXPERIENCE

Education: Preferred, but not essential: Masters degree and Education Specialist (Ed.S.) degree or higher in Administration and Supervision or Educational Leadership. Must have a college degree, undergraduate degree.

Experience: Have at least three years of successful teaching and 3 years of education administration experience. School system administrative experience with concentration in administration, supervision, curriculum, finances and personnel management is useful. However, experience in owning or running a business/corporation or not-for-profit agency executive level work, with large number of employees and payrolls and tax tables to meet also qualify.

LANGUAGE SKILLS: Ability to read, write and interpret documents such as curriculum guides, budgets, test results, contracts, grant applications, statutes and policies; ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts; ability to write routine reports and correspondence; ability to speak effectively to individuals and groups; ability to effectively present information and respond to questions from parents, staff, students and the general public.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume; ability to apply concepts of basic algebra and geometry. Experience in working with and preparing budgets and the ability to read and interpret fiscal reports.

COMPUTER SKILLS: Must be knowledgeable of current school software, and a variety of electronic tools. Must be capable of correspondence using e-mail or other web-based applications.

REASONING ABILITY: Analyze problems, collect data, establish facts, and draw valid conclusions; ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

CERTIFICATES, LICENSES, REGISTRATIONS: Preferred, but not essential: Current state K-12 administrative license

Chief Learning Officer

Reports to: Chief Executive Officer

Summary:
The position of Chief Learning Officer (CLO) will lead a school that is committed to the ongoing development and well being of its students, teachers and staff. The (CLO) will provide strategic and instructional leadership and will oversee management of the day-to- day operations of the school.

The Chief Learning Officer is accountable for:

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students;
- Evaluating all teachers and support staff in school
- DCSD interface; GaDOE interface
- Development of SIP; working with CEO in the development of Strategic Plan
- Preparation of Annual Report
- Ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive;
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

Major areas of responsibility:

- School development
- Learning and teaching
- School culture and behavior
- Management and development of people, systems and resources
- Student recruiting and admissions;
- Parent and community relations

Position Responsibilities:

- School Development
- Strategic Management of the school, including:
- Annual school review, including analysis of student achievement data
- Annual school improvement plan consistent with the school's charter contract
- Monthly reporting to the CEO and the governing board
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates
- Development and implementation of school policies and advice to the board in analyzing policy options
- Professional internal and external relations with the board, donors and local and national community demonstrating the school is well managed and in legal compliance with the charter contract
- Reporting to the State of Georgia as required and overseeing the charter school monitoring and charter renewal process

- Ensuring that the executive staff and board are aware of any potential legal issues

Learning and Teaching

- High levels of student achievement and learning through rigorous and engaging classes
- A shared vision among all teachers of skillful instruction
- On-going improvement of teaching for all staff through a variety of strategies, including:
    - Lesson observations
    - Regular use of data
    - Collaborative planning and inquiry
    - Regular program of training
    - Informal support strategies, including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Curriculum that is aligned with the Georgia state standards structured in a manner designed to help the school and students achieve the required objectives of the state of Georgia's department of education rich and engaging
- A scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides a rich and high quality offering in team sports, the arts, and music.

School Culture and Behavior

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the
- Experiences that methodically cultivate an aspirational identity for all students through a constant theme of on-going collective and self-improvement san emphasis on preparing students for college an exposure to life's opportunities
- A culture that motivates students through transformative relationships between students and teachers student success in achieving worthwhile and challenging goals a strong sense of community in the school a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school; always leading with respect and support for the home-school relationship
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate

- Management and Development of People, Systems, and Resources
    - Talent management with a focus on the hiring of high quality teachers and retention of those same teachers.
    - Aligned talent management practices including jobs designed with clarity of responsibility and lines of accountability
    - Recruiting that attracts and selects talented teachers and staff
    - Professional development, including a strong, collaborative professional community, regular training opportunities, and the summer planning and professional development experience
    - Performance management system that is both developmental and establishes a culture of accountability
    - Recognition strategies for teachers and staff
    - Retention strategies for teachers and staff

Community Relations

Engender public support for the school's academic and extracurricular programs and consult with the CEO and Director of Development on all public relations activities.

- Maintain effective and strong working the charter authorizers and the board - as well as with the DeKalb County community;
- Serve as ambassador and advocate of the school's mission, representing the organization and school at local, state, and national events;
- Inform the school community about the unique qualities of the school's learning environment;
- Inform the school community about their opportunities to participate in the governance process

Position Requirements:
Education & Experience
3-5 years experience as a school leader (principal or vice-principal preferred) with significant areas of responsibility; Demonstrated record of success raising test scores in an urban school that provides an outstanding education for its students; 3-5 years experience teaching at-risk middle school and/or primary school students; and/or demonstrated success in teaching students in high achieving schools.

- A passionate belief in LPA's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;

MA/MS or M. Ed (preferred)

Preferred, but not required:

- Current Georgia or transferable School Administrator/Principal certification

Primary school expertise/Skills

- Passion for improving educational opportunities for urban students and for building a strong, mission-driven organization;
- Commitment to Charter Schools' mission, vision and growth;

- Excellent communication, presentation and negotiating skills;
- Ability to productively organize, communicate and disseminate development strategy and plans, including database and computer proficiency and strong interpersonal skills;
- Ability to understand the unique nature of the Charter School environment;
- Ability to understand the importance of successful innovative approaches to learning and can document experiences of same;
- Chief Learning Officer Reports To: CEO

Chief Academic Officer

Reports to: Chief Executive Officer

Summary: Reporting to the Chief Executive Officer, the Chief Academic Officer (CAO) is responsible for both sustaining and improving the culture of high academic excellence in the Leadership Preparatory Academy (LPA) instructional program. This position is responsible for the curriculum, instruction and assessment programs that are delivered to the students at LPA. The curriculum and instructional support staff will report directly to the CAO who will have primary authority and responsibility for the support of academic performance at the school. The CAO provides leadership, vision, and strategic direction for the curriculum, instruction, assessment and school improvement initiatives while overseeing professional development for all school staff and supervising academic management of the schools.

Key Responsibilities

- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all programmatic areas.
- Develop school teams in their roles as instructional leaders.
- Monitor, provide feedback to and evaluate school programs, functions, goals and accountability.
- Determine and implement the school's academic priorities. Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Assist the CEO in the development of a strategic plan and scalability of the existing instructional model in order to ensure excellence and high standards as LPA expands to serve more students.
- Support leadership to ensure high quality implementation of the schools' educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leader in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school's missions, core values, academic standards, and strategic goals.
- Assure that curricula are aligned to national and state standards and help create curricula that allows for efficient and effective pacing, sequencing and lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.
- Collaborate with school leaders on hiring of staff when appropriate;
- And train highly qualified incoming school staff with school leadership.
- Develop plans to assist the CLO help capitalize on individual teacher - leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback.
- Assist school leader with on-boarding of new teachers and staff.
- Support school leaders on creating coherency in culture and routines within the school culture.
- Work with the school leaders to field parent and community concerns, questions and outreach, helping with action plans when necessary.
- Participate in conferences, community outreach and legislative community to help establish LPA as a community partner and stay current with relevant developments.

Desired Skills & Qualifications

- Bachelor's degree from an accredited four-year institution, Master's degree preferred.
- Experience as a principal of a high-performing urban K-12 school.
- Experience leading high-performing teams and managing staff, while providing constructive feedback and coaching to team members.
- Strong leadership abilities including an encouraging, motivating presence to help with conflict management, team building, mentoring and coaching, goal-setting, prioritization and strategic planning.
- Deep experience in the design, integration, implementation and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership development.
- Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
- Demonstrated success leading strategic educational initiatives that result in measurable improved student achievement.
- Experience effectively managing limited resources to support strategic organizational goal attainment.
- Proven ability to collaborate and build relationships with internal and external stakeholders.
- Ability to be flexible, resilient, and adaptable to changing priorities.
- Proven written and verbal communication skills.
- Strong strategic planning and organization skills.
- Proficiency in Microsoft Office applications.

Responsibilities:

1. Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management;

2. Responsible for coaching teachers on instructional delivery and methods;

3. Assist Principal n developing staff development programming;

4. Responsible for managing student data systems;

5. Assist in administration of scheduling and standardized assessments;

6. Assist Principal in the development of school created assessments;

7. Organizes interview process for hiring certificated and classified educational support staff.

8. Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;

9. Assist in making formal reports to the Governance Board and Charter Offices on student academic performance.

10. Responsible for Title I and Title IIa

11. Responsible for coordinating and monitoring Student with disabilities educational programs and instructional requirements

Qualifications:

BA/BS degree or graduate degree; Administrative certification welcomed but not mandatory; Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships); Demonstrated successful teaching experience; Demonstrated organizational skills; Demonstrated ability in data management and presentation; Exhibited leadership in working with professional staff, students, and the community; Agreement with the academic goals and philosophy of the charter school; Commitment to accountability, including a rigorous student testing regime; Demonstrated success in encouraging parental involvement.

- A passionate belief in LPA's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;

Chief Financial Officer

Reports to: Chief Executive Officer

Job description

The Chief Financial Officer (CFO) is responsible for the management and oversight of all aspects of Leadership Preparatory Academy Charter Schools' (LPA) financial planning and administration. The CFO will lead a team of individuals in developing and implementing a series of systems and procedures that enable LPA to effectively manage its finances and achieve its goals. The CFO will be a member of the organization's senior leadership team and will report directly to the Chief Executive Officer.

Specific Responsibilities:

Financial systems and controls -

- Ensure the school has effective systems in place for invoice processing and for managing accounts payable, accounts receivable, and balance sheet and cash flow management;
- Ensure that effective training, systems, and reports are in place to assist school based staff with managing their budgets and measuring how actual expenses compare to budgeted expenses;
- Develop systems for monthly, quarterly, and annual reconciliations and execute necessary items on monthly, quarterly, and annual close-out check lists as needed;
- Develop and maintain a documented system of financial policies and procedures, and ensure these procedures conform to generally accepted accounting principles;
- Ensure the organization is up to date regarding compliance and best practices with DCSD, and GaDOE, and federal regulations, tax, and accounting issues; and,
- Proactively anticipate and adapt systems, processes, and controls as the organization grows.

Expense, revenue, assets, and cash flow reporting –

- Develop systems for effectively projecting, monitoring, and analyzing expenses, revenue, assets, and cash flow against budgets and forecasts for the school.
- Ensure LPA is generating accurate and meaningful financial statements that effectively communicate the organization's financial position to a variety of stakeholders, including the Governing Board, DCSD, school district leaders, and institutional funders;
- Serve as primary liaison to CFOs of school district;
- Develop systems for ensuring the accurate reconciliation of LPA's school-based finances with district financial systems.

Budgeting and strategic planning processes

- Work with the Chief Executive Officer to design and implement a process for developing an annual budget for LPA that aligns with the organization's growth, priorities, and goals with input from multiple stakeholders;

- Support the Chief Executive Officer in developing a strategic plan and long-term financial models for the organization;
- Provide ongoing expertise and guidance related to financial decisions based on budgeted and forecasted expenses, revenue, assets, and cash flow analysis.
- Conduct organizational audit, grant-specific audits, and other grant-reporting requirements
- Ensure organization receives a clean audit opinion every year;
- Develop systems that ensure LPA complies with all grant requirements, including requirements for federal and state grants;
- Review and certify the accuracy of all financial reports for school district and federal entitlements.

Management

- Create and lead the Finance Team, and provide direct management to members of the team where applicable;
- Help attract, hire, train, evaluate and motivate a financial operations team of highly skilled and driven individuals, who execute at high levels of excellence and deeply share LPA's mission;
- Establish and maintain high standards of team performance by developing clear long-term and annual goals and rigorously tracking performance against those goals;
- Ensure that the finance team operates in a way that is consistent with the organization's culture and mission.

Financial Process Oversight

- Oversee training and support for school-based staff in financial operations;
- Directly manage finances of the central network support office such that it meets all budgetary goals and serves as a model of financial responsibility and decision-making for our school;
- Manage and improve financial operations such that they support the network at scale;
- Ensure all accounting functions are executed in a timely, accurate and consistent manner that exceeds both internal and financial policies and external accounting standards.

Financial Planning and Strategy

- Drive the school budgeting processes, including performing long-term modeling, and conducting detailed meetings with school-based leadership and central network;
- Perform long-term financial planning to inform organization-wide growth and impact strategy.

Fiscal Accountability

- Maintain and enforce fiscal policies that meet the highest standards of accountability;
- Ensure that all obligations to public oversight organizations at local, state and federal level are met and/or exceeded;
- Oversee internal and external audits and ensure there are no significant negative findings of any kind.

Internal and External Stakeholder Relationships

- Be seen as an organizational leader who embodies LPA's core values in all aspects of interactions with other stakeholders.
- Be key point of contact with school leadership, board members (chairs and treasurers) and external funders on financial issues.

Desired Skills and Experience

QUALIFICATIONS:

- A passionate belief in LPA's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;
- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with unexpected challenges;
- An obsessive attention to detail and outstanding organizational skills;
- Excellent interpersonal and communication skills, including strong public speaking skills;
- A sense of humility in the face of success;
- Bachelor's degree or equivalent in accounting- or business-related field required (MBA or CPA certification preferred);
- Seven or more years of experience in financial management or a related field required;
- Non-profit financial management, charter school finance and/or public education finance experience preferred; and,

Appendix 6

Appendix 6A-School Building Floor Plans

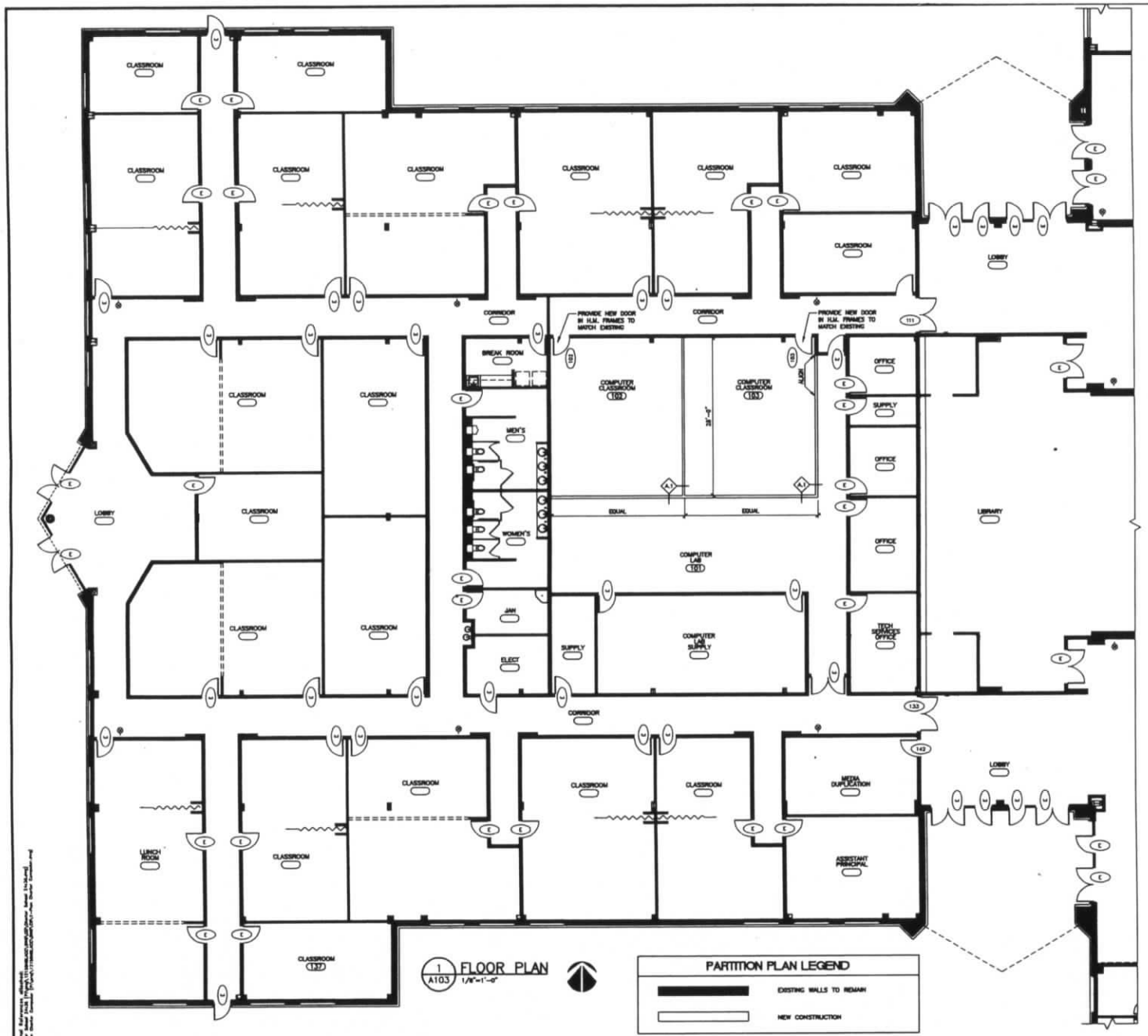
Appendix 6B-School Site Selection Form

Appendix 6C-Certificate of Occupancy

Appendix 6A

School Building Floor Plans

LEADERSHIP PREPARATORY ACADEMY - WEST WING Elementary School K-5



1 A103 FLOOR PLAN 1/8"=1'-0"

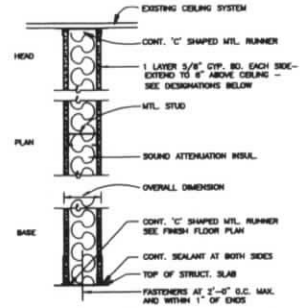
PARTITION PLAN LEGEND

EXISTING WALLS TO REMAIN

NEW CONSTRUCTION

PARTITION PLAN NOTES

1. ALL NEW PARTITIONS ARE TO BE TYPE A.1 UNLESS NOTED OTHERWISE. PARTITION TYPES ARE DESCRIBED BELOW.
2. ALL GYPSUM BOARD TO BE USED ON THE NEW CONSTRUCTION IS TO BE 5/8" THICK. PROVIDE CORNER REINFORCEMENT AT EXPOSED OUTSIDE CORNERS.
3. DIMENSIONS ARE FROM FACE OF BASE BUILDING & EXISTING PARTITIONS TO FACE OF NEW PARTITIONS UNLESS NOTED OTHERWISE.
4. ALL ANGLES SHALL BE 90 DEGREES, UNLESS OTHERWISE NOTED.
5. WHEN DIFFERENT PARTITION TYPES ARE LOCATED ADJACENT TO ONE ANOTHER, THE FINISHED FACES OF THE PARTITIONS SHALL BE ALIGNED AND FLUSH UNLESS NOTED OTHERWISE.
6. PROVIDE BRACING ABOVE CEILING HEIGHT PARTITIONS WHEN LONG UNBRACED WALL LENGTHS OCCUR AND AT ALL DOOR AND GLAZED OPENING JAMBS IN ACCORDANCE WITH MANUFACTURERS' SPECIFICATIONS.
7. PROVIDE FIRE RETARDANT WOOD BLOCKING INSIDE PARTITIONS FOR SECURING WALL-HUNG CABINETS, SHELVING AND OTHER MILLWORK ATTACHED TO THE PARTITIONS.
8. ALL FINISHED DRYWALL WORK TO BE LEVEL 4 FINISH.
9. ALL EXISTING DOORS TO REMAIN ARE DESIGNATED AS 'E'.
10. NEW CERAMIC TILE AT DOOR OPENINGS TO BE AS FOLLOWS: DALTILE PORCELATO CD 13 GRIGIO WITH TEXTURED FINISH TO MATCH EXISTING.
11. PRIME AND PAINT AFFECTED WALLS TO MATCH ADJACENT WALLS: SHERWIN WILLIAMS SW1082 SHARING BRIDGE WITH EGGSHELL FINISH.
12. PRIME AND PAINT DOOR FRAMES TO MATCH ADJACENT WALL COLOR WITH SEMI-GLOSS FINISH.
13. ALL EXISTING CEILINGS ARE TO REMAIN. RELOCATE EXISTING LIGHT FIXTURES AND HVAC DISTRIBUTION SYSTEMS AS INDICATED.
14. PATCH ALL FLOORS, CEILINGS, AND WALL SURFACES AS WELL AS ALL ADJACENT SURFACES AS NECESSARY FOR THE INSTALLATION OF NEW MATERIALS - TYP.
15. DEMOLITION WORK CONSISTS OF PERFORMING ALL DEMOLITION OF ANY EXISTING CONSTRUCTION WHICH IN ITS PRESENT FORM WILL INTERFERE WITH THE COMPLETED NEW CONSTRUCTION AND TO PERFORM ANY OTHER CUTTING OR PATCHING OF THE EXISTING CONSTRUCTION AS SHOWN ON THE DRAWINGS.
16. IF CONTRACTOR DISCOVERS EXISTING CONDITIONS THAT ARE NOT INDICATED ON THE DRAWINGS, HE SHALL NOTIFY THE FACILITIES MANAGER IMMEDIATELY IN WRITING BEFORE PROCEEDING WITH THAT PORTION OF THE WORK.
17. DEBRIS RESULTING FROM DEMOLITION AND CONSTRUCTION SHALL BE REMOVED ENTIRELY FROM THE BUILDING SITE ON A DAILY BASIS TO A WASTE AREA PROVIDED BY THE CONTRACTOR.
18. IN ALL AREAS WHERE DEMOLITION (REMOVAL OF TILE, CARPETING, TACK STRIPS, PARTITIONS, ETC.) CAUSES UNEVENESS IN SLAB OR FLOORING, THE CONTRACTOR SHALL PATCH TO LEVEL THE SUB-FLOOR TO RECEIVE FINISHED FLOORING.
19. SURFACES DISTURBED BY DEMOLITION, CUTTING, PATCHING, OR IN ANY OTHER WAY, SHALL BE FINISHED TO MATCH THE EXISTING ADJACENT SURFACES IN TEXTURE AND COLOR. PATCHES SHALL BE IMPERCEPTIBLE.
20. WHEN DEMOLISHING GYPSUM BOARD OR PLASTER SUBSTRATE, PROVIDE A STRAIGHT EDGE PERPENDICULAR TO THE FLOOR AND PARALLEL TO THE WALLS.
21. MAINTAIN BUILDING SECURITY AT ALL TIMES.



A1 PARTITION (NON-RATED) 3-5/8" METAL STUD WITH 5/8" GYP. BD. ON BOTH SIDES AND SOUND ATTENUATION INSULATION EXTEND TO CEILING OVERALL DIMENSION 4 7/8"

PARTITION TYPES

LEGEND - INTERIOR PARTITIONS

A PARTITION TYPE - SEE FLOOR PLANS

1. ALL PARTITIONS TERMINATE AT UNDERSIDE OF CEILING ABOVE UNLESS NOTED OTHERWISE.

LIST OF ABBREVIATIONS

ACT.-	ACOUSTICAL TILE CEILING
CONC.-	CONCRETE
CPT.-	CARPET
CMU.-	CONCRETE MASONRY UNIT
CT.-	CERAMIC TILE
GYP. BD.-	GYPSUM BOARD
O.C.-	ON CENTER
PTD.-	PAINTED
Q.T.-	QUARRY TILE
R.B.-	RUBBER BASE

RELEASED FOR CONSTRUCTION

7/27/12

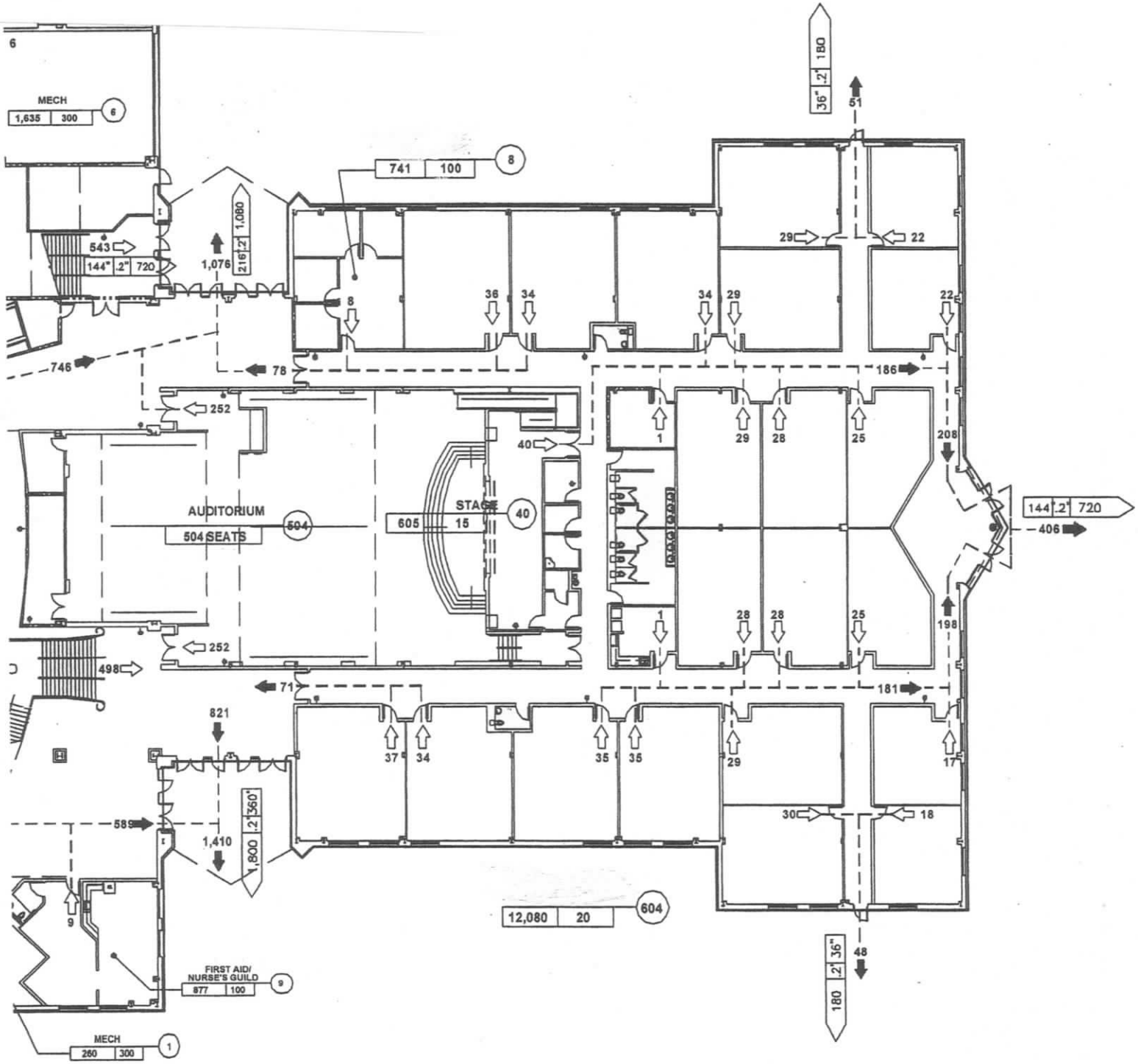
LEADERSHIP PREPARATORY ACADEMY COMPUTER CLASSROOMS
6400 WOODROW ROAD
LITHONIA, GEORGIA

FLOOR PLAN

1/8"=1'-0"

A103

LEADERSHIP PREPARATORY ACADEMY - EAST WING
Middle School 6-8



Appendix 6B

School Site Selection Form



A GUIDE TO SITE/FACILITY SELECTION FOR PROPOSED SITES WHEN THE PROPERTY WILL NOT BE OWNED BY A SCHOOL SYSTEM

GEORGIA DEPARTMENT OF EDUCATION
FACILITIES SERVICES UNIT
February 15, 2007

Mrs. Lynn B. Jackson, Director
404-656-2454

http://www.gadoe.org/fbo_facilities.aspx

I. SCHOOL SYSTEM IDENTIFICATION AND CONTACT PERSON

School System: Leadership Preparatory Academy	Name of Superintendent: _____
	Person to Contact (designee): _____
Mailing Address: _____	Phone Number: _____
	FAX Number: _____
	E-mail Address: _____

II. FACILITY IDENTIFICATION AND CONTACT PERSON

Facility Name: New Birth Missionary Baptist Church	Facility Supervisor: Jean-Raymond Lamour
	Person to Contact (designee): Jean-Raymond Lamour
Mailing Address: 6400 Woodrow Rd Lithonia GA 30038	Phone Number: (770) 696-5030
	FAX Number: (770) 484-3534
	E-mail Address: JLAMOUR@NEWBIRTH.ORG

III. LOCATION OF PROPOSED SITE/FACILITY

Address of Proposed Site/Facility and/or legal definition of the site:
6400 Woodrow Rd
Lithonia, GA 30038

Acreage in proposed Site: 240 acres	Site is Owned by a Charter School: _____
	Site is Leased: ✓
	Site is Used through an agreement _____

IV. PROPOSED FACILITY TO BE LOCATED ON THIS SITE

Name of Proposed Facility: _____		
Proposed Grades: _____	Approximate Number of Students: _____	
Number of Instructional Units Proposed: _____	Is this the maximum size planned for this Facility? (Circle One) Yes No	Is this facility being designed for future expansion? (Circle One) Yes No
Estimated date facility is to be occupied: Date: _____ Comments: _____ _____		**If expanded, maximum number of instructional units proposed in the future:** _____ I.U.

V. UTILITIES AVAILABLE ON THE PROPOSED SITE

(If Utilities are not currently available on the site, please indicate when utility providers anticipate delivery of utilities to the site.)

UTILITY	CURRENTLY AVAILABLE? Yes	No	WHEN AVAILABLE? (Date)	OTHER RELEVANT FACTORS	
(a) Electricity	✓			Voltage: _____	Phase: _____
(b) Natural Gas	✓			Line Size: _____	Line Pressure: _____
(c) Telephone	✓				
(d) Cable					
(e) Water	✓				
Public	✓			Line Size: _____	Line Pressure: _____ Attach FLOW TEST results (See Note Below)*
Private				Line Size: _____	Line Pressure: _____ Attach FLOW TEST results (See Note Below)*
(f) Sewage	✓				
Public	✓				
Private					

VI. MISCELLANEOUS SITE INFORMATION

(For each item, circle the appropriate response. If "Other" is selected, please enter appropriate response.)

(a) Property Zoned	Residential	Industrial	Commercial	Other: _____
(b) Adjacent Development or Existing Community Design	Residential	Industrial	Commercial	Other: _____ _____
(c) Traffic Conditions Around Site	Congested	Moderate	Light	Other: _____
(d) Topography	Steep	Rolling	Gently Sloping	Flat
(e) Grading for Building	Excessive	Moderate	Minimal	Comments: _____ (Continue on reverse)
(f) Rock Excavation	Unlikely	Some But Not Excessive	Excessive	Comments: _____ _____ (Continue on reverse)
(g) Area Available for Parking	Adequate Space	Limited Space	Inadequate Space	Comments: _____ _____ (Continue on reverse)
(h) Vehicular Access to Site	Excellent Potential	Development Restricted	Development Difficult	Comments: _____ _____ (Continue on reverse)
(i) Area Available for Athletic and Recreation Area Development	Adequate	Limited	Inadequate	Comments: _____ _____ (Continue on reverse)

VII. Describe any potential hazards and provide an evaluation of each hazard in relation to the possible impact on the site and potential risk to students using this site/facility. (Refer to DOE Risk Hazard Guidance Document for additional information regarding potential hazards.)

NONE

Appendix 6C

Certificate of Occupancy

DV240

DeKalb County
Department of Planning & Sustainability

Non-Residential Certificate of Occupancy

Installation or modification to signs at this location requires a separate Sign permit.

Project

Type: Non-Residential Permit Number:1043826135 Project: WOODROW ROAD

Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A

Occupancy Type: ASSEMBLY USE

Maximum Occupancy Load :

Property

Address: 6400 WOODROW RD LITHONIA,GA 30038- Parcel ID: 16 106 01 009 Lot #:

Zoning: R-100 Rezoning: N/A Land Use: INS Census: 234.17 District: 05 07

Applicant

Owner: CHURCH INC Address: P O BOX 503170 INDIANAPOLIS, IN 46250

Tenant: N/A Address: N/A

The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

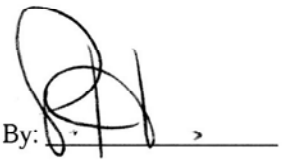
(1) changes or alterations in the type of permitted use or occupancy without approval.

(2) changes or violations of the conditions of the certificate without approval.

(3) alterations, additions, or improvements to the building, structure, or systems without approval.

Special Stipulations and/or Condititons (If Applicable)

Date: 08/12/2013

Issued By: 

Permits, Zoning & Plans Review Supervisor

Appendix 7

Appendix A- Building Lease with Religious Organization Form

Appendix B- Facility Lease Agreement

Appendix C- School Safety Plan

Appendix A

Building Lease with Religious Organization Form

Public Charter School Lease or Contract Arrangement with Church or Other Religious Organization Questionnaire

Name of Charter School: **Leadership Preparatory Academy, Inc.**

Address of School Building: **6400 Woodrow Road, Lithonia, GA 30038**

Name of Lessor: **New Birth Missionary Baptist Church**

Please answer the following questions as detailed as possible. If the question is not applicable, please indicate in your response the reason that the question does not apply.

1. Is there a church connected to the school building? **Yes**

2. What proportion of the members of the Academy's board of directors are also officers, board members or employees of the non-public school? Also what proportion of the charter board of directors are members of the church?

   None of the members of the LPA Board is also an Officer or Employees of any Non Public School; and only one member of the current Governance Board is a member of the church.

3. Will there be any shared time programs with the church? **No**

4. If the church is connected to the school building, does the school building have a separate entrance from the church entrance? Is the separate entrance clearly marked and identified?

   The school building has a separate entrance from the church entrance and it is clearly marked and identified.

5. Will there be any religious symbols, pictures or statues in the school building? Will there be any religious symbols, pictures or statues in the classrooms and common areas used by charter students?

   There are no religious symbols, pictures or statues in the school building, classrooms and common areas used by students.

6. Will the church conduct any programs in the building during school hours? If so, will the church programs and the school share common areas in the building or at the building site (e.g., bathrooms, teacher's lounge, playground or lunchroom)? **No**

7. Will the school have its own signage separate from the church signage to indicate that it is not organized by or affiliated with the church? **Yes**

8. Do the church and the school plan to share employees, textbooks or services (e.g., transportation, food service)? **No**

9. Is the school parking lot separate from the church parking lot? **Yes**

10. Is the Academy being operated or organized by the church or any other religious organization? Will the Academy have any organizational ties or affiliations with the church that would be prohibited by state and federal constitutional laws? **No**

11. Will there be any other tenants occupying the school building? If so, please list those additional tenants by name (including church personnel)? **No**

12. Are there any provisions in the proposed lease agreement requiring the charter to teach or promote religion? **No**

13. Please describe how the Charter Governing Board will notify the general public that the charter is a public school and that it is not operated by or affiliated with the church.

The Charter Governance Board will notify the general public through its website and marketing materials that the charter school is a public school and that is it not operated by or affiliated with the church.

14. Please describe how the charter will advertise that it is enrolling students and the procedures for applying for enrollment.

The charter school will advertise through its website, marketing and enrollment materials, open house, parents meetings, direct mail, etc. the school's enrollment timeline and procedures for attending Leadership Preparatory Academy.

15. Is the agreed rental rate similar to the rate that is being charged for structures of similar size and in the same general location? **Yes**

16. Did the charter engage in a legitimate search for other potential sites? **Yes**

17. Is the church building used for any other public functions? **No**

18. Does the lease contain any restrictions on the school's curriculum or activities? **No**

The following questions apply only to applicants/academies requesting to utilize a non-public school building operating during the past 12 months as a school building.

19. Does the governing body of the non-public school plan to dissolve or discontinue the nonpublic school? If so, please disclose whether the non-public school has outstanding debts and how those outstanding debts will be retired. **NA**

20. How many students currently or formerly enrolled at the non-public school affiliated with the religious organization have communicated interest in enrolling in the charter? **NA**

21. How many currently or formerly enrolled non-public school students does the charter anticipate will apply for enrollment? **NA**

22. How many teachers formerly employed by the non-public school or church will become or are now employees of the Academy or an educational service provider that will contract or currently contracts with the Academy? **NA**

Appendix B

Facility Lease Agreement

Commercial Lease

This lease is made between New Birth Missionary Baptist Church of Lithonia, Georgia, herein called Lessor, and Leadership Preparatory Academy of Stone Mountain, Georgia, herein called Lessee. Lessee hereby offers to lease from Lessor the premises situated in the City of Lithonia , County of DeKalb, State of Georgia, described as 6400 Woodrow Rd, West Wing Annex, Lithonia Georgia upon the following TERMS and CONDITIONS:

1. Term and Rent. Lessor demises the above premises for a term of 5 years, commencing 1 June, 2010, and terminating on 31 May, 2014, or sooner as provided herein at the annual rental rate of One Hundred Twenty Two Thousand and Fifty Dollars ($122,050.00) payable in equal installments in advance on the first day of each month for that month's rental, during the term of this lease. The rental payments for the first three (3) months will be forgiven until and will not be due or payable. Beginning 1 September 2009, The monthly payment schedule will commence on 1 September 2009 and all subsequent payments will follow a monthly schedule thereafter. All rental payments shall be made to Lessor, at the address specified above.

2. Use. Lessee shall use and occupy the premises for a charter school. The premises shall be used for no other purpose. Lessor represents that the premises may lawfully be used for such purpose. Lessee shall not use the premises for the purposes of storing, manufacturing or selling any explosives, flammables, or other inherently dangerous substance, chemical, thing, or device.

3. Care and Maintenance of Premises. Lessee acknowledges that the premises are in good order and repair, unless otherwise indicated herein. Lessee shall, at his own expense and at all times, maintain the premises in good and safe condition, including plate glass, electrical wiring, plumbing and heating installations and any other system or equipment upon the premises and shall surrender the same, at termination hereof, in as good condition as received, normal wear and tear excepted. Lessee shall be responsible for all repairs required, excepting the roof, exterior walls, structural foundations, and common areas, which shall be maintained by Lessor. Lessor shall also maintain in good condition such portions adjacent to the premises, such as sidewalks, driveways, lawns and shrubbery, which would otherwise be required to be maintained by Lessor.

4. Alterations. Lessee shall not, without first obtaining the written consent of Lessor, make any alterations, additions, or improvements, in, to or about the premises.

5. Ordinances and Statutes. Lessee shall comply with all statutes, ordinances and requirements of all municipal, state and federal authorities now in force, or which may hereafter be in force, pertaining to the premises, occasioned by or affecting the use thereof by Lessee.

6. Assignment and Subletting. Lessee shall not assign this lease or sublet any portion of the premises without prior written consent of the Lessor, which shall not be unreasonably withheld. Any such assignment or subletting without consent shall be void and, at the option of the Lessor, may terminate this lease.

7. Utilities. All applications and connections for necessary utility services on the demised premises shall be made in the name of Lessee only, and Lessee shall be solely liable for utility charges as they become due, including those for sewer, water, gas, electricity, and telephone services. In the event that any utility or service provided to the premises is not separately metered, Lessor shall pay the amount due and separately invoice Lessee for Lessee's pro rata share of the charges. Tenant shall pay such amounts within fifteen (15) days of invoice. Lessee acknowledges that the leased premises are designed to provide standard office use electrical facilities and standard office lighting. Lessee shall not use any equipment or devices that utilize excessive electrical energy or that may, in Lessor's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

8. Entry and Inspection. Lessee shall permit Lessor or Lessor's agents to enter upon the premises at reasonable times and upon reasonable notice, for the purpose of inspecting the same, and will permit Lessor at any time within sixty (60) days prior to the expiration of this lease, to place upon the premises any usual "To Let" or "For Lease" signs, and permit persons desiring to lease the same to inspect the premises thereafter.

9. Parking. During the term of this lease, Lessee shall have the nonexclusive use in common with Lessor, other tenants of the building, their guests and invitees, of the nonreserved common automobile parking areas, driveways, and foot ways, subject to rules and regulations for the use thereof as prescribed from time to time by Lessor. Lessor reserves the right to designate parking areas within the building or in a reasonable proximity thereto, for Lessee and Lessee's agents and employees. Lessee shall provide Lessor with a list of all license numbers for the cars owned by Lessee, its agents and employees. Separated structured parking, if any, located about the building is reserved for Lessees of the building who rent such parking spaces. Lessee hereby leases from Lessor 100 spaces (included in the aforementioned lease provisions) in such a structural parking area, such spaces to be on a first-come first-served basis. In consideration of the leasing to Lessee of such spaces, Lessee shall pay a monthly rental Zero Dollars ($-0-) per space throughout the term of the lease. Such rent shall be due and payable each month without demand at the time herein set for the payment of other monthly rentals, in addition to such other rentals.

10. Possession. If Lessor is unable to deliver possession of the premises at the commencement hereof, Lessor shall not be liable for any damage caused thereby, nor shall this lease be void or voidable, but Lessee shall not be liable for any rent until possession is delivered. Lessee may terminate this lease if possession is not delivered within 10 days of the commencement of the term hereof.

11. Indemnification of Lessor. To the extent of the law, Lessor shall not be liable for any damage or injury to Lessee, or any other person, or to any property, occurring on the demised premises or any part thereof. Lessee agrees to indemnify and hold Lessor harmless from any claims for damages which arise in connection with any such occurrence. Said indemnification shall include indemnity from any costs or fee which Lessor may incur in defending said claim.

12. Insurance. Lessee, at his expense, shall maintain plate glass and public liability insurance including bodily injury and property damage insuring Lessee and Lessor with minimum coverage as follows:

Lessee shall provide Lessor with a Certificate of Insurance showing Lessor as additional insured. The Certificate shall provide for a ten-day written notice to Lessor in the event of cancellation or material change of coverage. To the maximum extent permitted by insurance policies which may be owned by Lessor or Lessee, Lessee and Lessor, for the benefit of each other, waive any and all rights of subrogation which might otherwise exist.

If the leased premises or any other part of the building is damaged by fire or other casualty resulting from any act of negligence of Lessee or any of Lessee's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Lessee shall be responsible for the costs of repair not covered by insurance.

13. Eminent Domain. If the premises or any part thereof or any estate therein, or any other part of the building materially affecting Lessee's use of the premises, shall be taken by eminent domain, this lease shall terminate on the date when title vests pursuant to such taking. The rent, and any additional rent, shall be apportioned as of the termination date, and any rent paid for any period beyond that date shall be repaid to Lessee. Lessee shall not be entitled to any part of the award for such taking or any payment in lieu thereof, but Lessee may file a claim for any taking of fixtures and improvements owned by Lessee, and for moving expenses.

14. Destruction of Premises. In the event of a partial destruction of the premises during the term hereof, from any cause, Lessor shall forthwith repair the same, provided that such repairs can be made within sixty (60) days under existing governmental laws and regulations, but such partial destruction shall not terminate this lease, except that Lessee shall be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs shall interfere with the business of Lessee on the premises. If such repairs cannot be made within said sixty (60) days, Lessor, at his option, may make the same within a reasonable time, this lease continuing in effect with the rent proportionately abated as aforesaid, and in the event that Lessor shall not elect to make such repairs which cannot be made within sixty (60) days, this lease may be terminated at the option of either party. In the event that the building in which the demised premises may be situated is destroyed to an extent of not less than one-third of the replacement costs thereof, Lessor may elect to terminate this lease whether the demised premises be injured or not. A total destruction of the building in which the premises may be situated shall terminate this lease

15. Lessor's Remedies on Default. If Lessee defaults in the payment of rent, or any additional rent, or defaults in the performance of any of the other covenants or conditions hereof, Lessor may give Lessee notice of such default and if Lessee does not cure any such default within 30 days, after the giving of such notice (or if such other default is of such nature that it cannot be completely cured within such period, if Lessee does not commence such curing within such 30 days and thereafter proceed with reasonable diligence and in good faith to cure such default), then Lessor may terminate this lease on not less than 30 days' notice to Lessee. On the date specified in such notice the term of this lease shall terminate, and Lessee shall then quit and surrender the premises to Lessor, without extinguishing Lessee's liability. If this lease shall have been so terminated by Lessor, Lessor may at any time thereafter resume possession of the premises by any lawful means and remove Lessee or other occupants and their effects.

No failure to enforce any term shall be deemed a waiver.

16. Security Deposit. Lessee shall deposit with Lessor prior to occupying the premises of this lease the sum of Two Thousand Dollars ($2,000.00) as security for the performance of Lessee's obligations under this lease, including without limitation the surrender of possession of the premises to Lessor as herein provided. If Lessor applies any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that Lessor shall have the full deposit on hand at all times during the term of this lease.

17. Tax Increase. In the event there is any increase during any year of the term of this lease in the City, County or State real estate taxes over and above the amount of such taxes assessed for the tax year during which the term of this lease commences, whether because of increased rate or valuation, Lessee shall pay to Lessor upon presentation of paid tax bills an amount equal to Zero percent (-0-%) of the increase in taxes upon the land and building in which the leased premises are situated. In the event that such taxes are assessed for a tax year extending beyond the term of the lease, the obligation of Lessee shall be proportionate to the portion of the lease term included in such year.

18. Common Area Expenses. In the event the demised premises are situated in a shopping center or in a commercial building in which there are common areas, Lessee agrees to pay his prorata share of maintenance, taxes, and insurance for the common area.

19. Attorney's Fees. In case suit should be brought for recovery of the premises, or for any sum due hereunder, or because of any act which may arise out of the possession of the premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including a reasonable attorney's fee.

20. Waiver. No failure of Lessor to enforce any term hereof shall be deemed to be a waiver.

21. Notices. Any notice which either party may or is required to give, shall be given by mailing the same, postage prepaid, to Lessee at the premises, or Lessor at the address specified above, or at such other places as may be designated by the parties from time to time.

22. Heirs, Assigns, Successors. This lease is binding upon and inures to the benefit of the heirs, assigns and successors in interest to the parties.

23. Option to Renew. Provided that Lessee is not in default in the performance of this lease, Lessee shall have the option to renew the lease for an additional term of Sixty (60) months commencing at the expiration of the initial lease term. All of the terms and conditions of the lease shall apply during the renewal term except that the monthly rent shall be renegotiated based on existing market conditions. The option shall be exercised by written notice given to Lessor not less than Sixty (60) days prior to the expiration of the initial lease term. If notice is not given in the manner provided herein within the time specified, this option shall expire.

24. Subordination. This lease is and shall be subordinated to all existing and future liens and encumbrances against the property.

25. Radon Gas Disclosure. As required by law, (Landlord) (Seller) makes the following disclosure: "Radon Gas" is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Additional information regarding radon and radon testing may be obtained from your county public health unit.

26. Entire Agreement. The foregoing constitutes the entire agreement between the parties and may be modified only by a writing signed by both parties. The following Exhibits, if any, have been made a part of this lease before the parties' execution hereof:

Signed this 26th day of October, 2009.

Lessor: _____

Elder Maurice Waddell, COO New Birth Missionary Baptist Church

Lessee: _____

Leadership Preparatory Academy

NEWBIRTH

Bishop Eddie L. Long D.D., D.H.L.
Senior Pastor

June 29, 2009

Dr. Melvin Johnson
829 Masters Drive
Stone Mountain, GA 30087

Dear Dr. Johnson,

This facility was constructed in 2001 using asbestos free materials.

Sincerely yours,

Jean Lamour
Facilities Director

NEW BIRTH CATHEDRAL
P.O. BOX 1019 LITHONIA, GEORGIA 30058
770-696-9600 770-696-9636 FAX

www.newbirth.org

COMMERCIAL LEASE AGREEMENT

THIS LEASE (this "Lease") dated this 1st day of August, 2013

BETWEEN:

New Birth Missionary Baptist Church (New Birth MBC) of 6400 Woodrow Rd. Lithonia, Ga 30038
Telephone: 770.696.7600 Fax: _____
(the "Landlord")

OF THE FIRST PART

- AND -

Leadership Preparatory Academy of Technology and Engineering of 6400 Woodrow Rd. Lithonia, Ga. 30038 and Leadership Preparatory Academy of 6400 Woodrow Rd. Lithonia, Ga. 300038
Telephone: 404.665.3103
(collectively and individually the "Tenant")

OF THE SECOND PART

IN CONSIDERATION OF the Landlord leasing certain premises to the Tenant, the Tenant leasing those premises from the Landlord and the mutual benefits and obligations set forth in this Lease, the receipt and sufficiency of which consideration is hereby acknowledged, the Parties to this Lease (the "Parties") agree as follows:

Basic Terms

1. The following basic terms are hereby approved by the Parties and each reference in this Lease to any of the basic terms will be construed to include the provisions set forth below as well as all of the additional terms and conditions of the applicable sections of this Lease where such basic terms are more fully set forth:

    a. Landlord: New Birth Missionary Baptist Church (New Birth MBC)

    b. Address of New Birth Missionary Baptist Church (New Birth MBC): 6400 Woodrow Rd. Lithonia, Ga 30038

    c. Tenant: Leadership Preparatory Academy of Technology and Engineering and Leadership Preparatory Academy (LPA & LPAT & E)

    d. Address of Leadership Preparatory Academy of Technology and Engineering: 6400 Woodrow Rd. Lithonia, Ga. 30038

e. Address of Leadership Preparatory Academy : 6400 Woodrow Rd. Lithonia, Ga. 300038

f. Operating Name of Leadership Preparatory Academy of Technology and Engineering: Leadership Preparatory Academies

g. Term of Lease: Ends on July 31, 2018

h. Commencement Date of Lease: August 1, 2013

i. Base Rent: $38,190.00, payable every three months

j. Permitted Use of Premises: As a public secondary education facility for Grades 9-12 and as otherwise deemed necessary.

k. Advance rent: None

l. Security/Damage Deposit: None

Definitions

2. When used in this Lease, the following expressions will have the meanings indicated:

a. "Additional Rent" means all amounts payable by the Tenant under this Lease except Base Rent, whether or not specifically designated as Additional Rent elsewhere in this Lease;

b. "Building" means all buildings, improvements, equipment, fixtures, property and facilities from time to time located at 6400 Woodrow Rd. (East Wing) Lithonia, Georgia, 30038, as from time to time altered, expanded or reduced by the Landlord in its sole discretion;

c. "Common Areas and Facilities" mean:

i. those portions of the Building areas, buildings, improvements, facilities, utilities, equipment and installations in or forming part of the Building which from time to time are not designated or intended by the Landlord to be leased to tenants of the Building including, without limitation, exterior weather walls, roofs, entrances and exits, parking areas, driveways, loading docks and area, storage, mechanical and electrical rooms, areas above and below leasable premises and not included within leasable premises, security and alarm equipment, grassed and landscaped areas, retaining walls and maintenance, cleaning and operating equipment serving the Building; and

ii. those lands, areas, buildings, improvements, facilities, utilities, equipment and installations which serve or are for the useful benefit of the Building, the tenants of the Building or the Landlord and those having business with them, whether or not located within, adjacent to or near the Building and which are designated from time to time by the Landlord as part of the Common Areas and Facilities;

d. "Leasable Area" means with respect to any rentable premises, the area expressed in square feet of all floor space including floor space of mezzanines, if any, determined, calculated and certified by the Landlord and measured from the exterior face of all exterior walls, doors and windows, including walls, doors and windows separating the rentable premises from enclosed Common Areas and Facilities, if any, and from the center line of all interior walls separating the rentable premises from adjoining rentable premises. There will be no deduction or exclusion for any space occupied by or used for columns, ducts or other structural elements;

e. "Premises" means the building at 6400 Woodrow Rd. (East Wing) Lithonia, Georgia, 30038.

Intent of Lease

3. It is the intent of this Lease and agreed to by the Parties to this Lease that rent for this Lease will be on a gross rent basis meaning the Tenant will pay the Base Rent and any Additional Rent and the Landlord will be responsible for all other service charges (including but not limited to: utilities, facilities maintenance and repair, taxes and other governmental fees, etc.) related to the Premises and the operation of the Building save as specifically provided in this Lease to the contrary.

Leased Premises

4. The Landlord agrees to rent to the Tenant the Premises for only the permitted use (the "Permitted Use") of: As a public secondary education facility for Grades 9-12 and as appropriate for the operation of the school. The Premises are more particularly described as follows:
   Comprising the entire East Wing.
   Neither the Premises nor any part of the Premises will be used at any time during the term of this Lease by Tenant for any purpose other than the Permitted Use.

5. While the Tenant, or an assignee or subtenant (whose status must be preapproved by the Landlord), is using and occupying the Premises for the Permitted Use and is not in default under the Lease, the Landlord agrees not to Lease space in the Building to any tenant who will be conducting in such premises as its principal business, the services of: As a public secondary education facility for Grades 9-12.
6. Subject to the provisions of this Lease, the Tenant is entitled to the non-exclusive use of the following parking on or about the Premises: Parking in any parking lot is allowed in any marked space that is not reserved. Tenant agrees to honor ALL spaces marked as

reserved. (the "Parking"). Only properly insured motor vehicles may be parked in the Tenant's space.

7. The Landlord reserves the right in its reasonable discretion to alter, reconstruct, expand, withdraw from or add to the Building from time to time. In the exercise of those rights, the Landlord undertakes to use reasonable efforts to minimize any interference with the visibility of the Premises and to use reasonable efforts to ensure that direct entrance to and exit from the Premises is maintained.

8. The Landlord reserves the right for itself and for all persons authorized by it, to erect, use and maintain wiring, mains, pipes and conduits and other means of distributing services in and through the Premises, and at all reasonable times to enter upon the Premises for the purpose of installation, maintenance or repair, and such entry will not be an interference with the Tenant's possession under this Lease.

9. The Landlord reserves the right, when necessary by reason of accident or in order to make repairs, alterations or improvements relating to the Premises or to other portions of the Building to cause temporary obstruction to the Common Areas and Facilities as reasonably necessary and to interrupt or suspend the supply of electricity, water and other services to the Premises until the repairs, alterations or improvements have been completed. There will be no abatement in rent because of such obstruction, interruption or suspension provided that the repairs, alterations or improvements are made expeditiously as is reasonably possible.

10. Subject to this Lease, the Tenant and its employees, customers and invitees will have the non-exclusive right to use for their proper and intended purposes, during business hours in common with all others entitled thereto those parts of the Common Areas and Facilities from time to time permitted by the Landlord. The Common Areas and Facilities and the Building will at all times be subject to the exclusive control and management of the Landlord. The Landlord will operate and maintain the Common Areas and Facilities and the Building in such manner as the Landlord determines from time to time.

Term

11. The term of the Lease commences at 12:00 noon on August 1, 2013 and ends at 12:00 noon on July 31, 2018.

12. Notwithstanding that the term of this Lease commences on August 1, 2013, the Tenant is entitled to possession of the Premises at 12:00 noon on July 15, 2013.

13. Should the Tenant remain in possession of the Premises with the consent of the Landlord after the natural expiration of this Lease, a new tenancy from month to month will be created between the Landlord and the Tenant which will be subject to all the terms and conditions of this Lease but will be terminable upon either party giving one

month's written notice to the other party. This existing lease may be terminated by the Tenant provided that the tenant gives not less than a 90 day written notice.

Rent

14. Subject to the provisions of this Lease, the Tenant will pay a base rent of $38,190.00, payable every three months ($12,730.00 per month) in advance, for the Premises (the "Base Rent").

15. The Tenant will pay the Base Rent on or before the 5th of each and every three months of the term of this Lease to the Landlord at 6400 Woodrow Rd. Lithonia, GA. 30038, or at such other place as the Landlord may later designate.

16. In the event that this Lease commences, expires or is terminated before the end of the period for which any item of Additional Rent or Base Rent would otherwise be payable or other than at the commencement or end of a calendar month, such amounts payable by the Tenant will be apportioned and adjusted pro rata on the basis of a thirty (30) day month in order to calculate the amount payable for such irregular period.

17. For any rent review negotiation, the basic rent will be calculated as being the higher of the Base Rent payable immediately before the date of review and the Open Market Rent on the date of review.

Use and Occupation

18. The Tenant will use and occupy the Premises only for the Permitted Use and for no other purpose whatsoever. The Tenant will carry on business under the name of Leadership Preparatory Academy of Technology and Engineering (LPAT&E) and Leadership Preparatory Academy (LPA) and will not change such name without the prior written consent of the Landlord, such consent not to be unreasonably withheld. The Tenant will open the whole of the Premises for business to the public fully fixtures, stocked and staffed on the date of commencement of the term and throughout the term, will continuously occupy and utilize the entire Premises in the active conduct of its business in a reputable manner on such days and during such hours of business as may be determined from time to time by the Landlord. Except that the Tenant agrees to allow the Landlord to continue to store items in certain areas by agreement from time to time as may be mutually convenient to both the Landlord and the Tenant.

19. The Tenant covenants that the Tenant will carry on and conduct its business from time to time carried on upon the Premises in such manner as to comply with all statutes, bylaws, rules and regulations of any federal, provincial, municipal or other competent authority and will not do anything on or in the Premises in contravention of any of them.

Quiet Enjoyment

20. The Landlord covenants that on paying the Rent and performing the covenants contained in this Lease, the Tenant will peacefully and quietly have, hold, and enjoy the Premises for the agreed term.

Default

21. If the Tenant is in default in the payment of any money, whether hereby expressly reserved or deemed as rent, or any part of the rent, and such default continues following any specific due date on which the Tenant is to make such payment, or in the absence of such specific due date, for the 30 days following written notice by the Landlord requiring the Tenant to pay the same then, at the option of the Landlord, this Lease may be terminated upon 30 days notice and the term will then immediately become forfeited and void, and the Landlord may without further notice or any form of legal process immediately reenter the Premises or any part of the Premises and in the name of the whole repossess and enjoy the same as of its former state anything contained in this Lease or in any statute or law to the contrary notwithstanding.

22. Unless otherwise provided for in this Lease, if the Tenant does not observe, perform and keep each and every of the non-monetary covenants, agreements, stipulations, obligations, conditions and other provisions of this Lease to be observed, performed and kept by the Tenant and persists in such default, after 30 days following written notice from the Landlord requiring that the Tenant remedy, correct or comply or, in the case of such default which would reasonably require more than 30 days to rectify, unless the Tenant will commence rectification within the said 30 day notice period and thereafter promptly and diligently and continuously proceed with the rectification of any such defaults then, at the option of the Landlord, this Lease may be terminated upon 30 day notice and the term will then immediately become forfeited and void, and the Landlord may without further notice or any form of legal process immediately reenter the Premises or any part of the Premises and in the name of the whole repossess and enjoy the same as of its former state anything contained in this Lease or in any statute or law to the contrary notwithstanding.

23. If and whenever:

    a. the Tenant's leasehold interest hereunder, or any goods, chattels or equipment of the Tenant located in the Premises will be taken or seized in execution or attachment, or if any writ of execution will issue against the Tenant or the Tenant will become insolvent or commit an act of bankruptcy or become bankrupt or take the benefit of any legislation that may be in force for bankrupt or insolvent debtor or become involved in voluntary or involuntary winding up, dissolution or liquidation proceedings, or if a receiver will be appointed for the affairs, business, property or revenues of the Tenant; or

    b. the Tenant fails to commence, diligently pursue and complete the Tenant's work to be performed under any agreement to lease pertaining to the Premises or vacate or abandon the Premises, or fail or cease to operate or otherwise cease to conduct business from the Premises, or use or permit or suffer the use of the Premises for

any purpose other than as permitted in this clause, or make a bulk sale of its goods and assets which has not been consented to by the Landlord, or move or commence, attempt or threaten to move its goods, chattels and equipment out of the Premises other than in the routine course of its business;

then, and in each such case, at the option of the Landlord, this Lease may be terminated without notice and the term will then immediately become forfeited and void, and the Landlord may without notice or any form of legal process immediately reenter the Premises or any part of the Premises and in the name of the whole repossess and enjoy the same as of its former state anything contained in this Lease or in any statute or law to the contrary notwithstanding.

24. In the event that the Landlord has terminated the Lease pursuant to this section, on the expiration of the time fixed in the notice, if any, this Lease and the right, title, and interest of the Tenant under this Lease will terminate in the same manner and with the same force and effect, except as to the Tenant's liability, as if the date fixed in the notice of cancellation and termination were the end of the Lease.

Distress

25. If and whenever the Tenant is in default in payment of any money, whether hereby expressly reserved or deemed as rent, or any part of the rent, the Landlord may, without notice or any form of legal process, enter upon the Premises and seize, remove and sell the Tenant's goods, chattels and equipment from the Premises or seize, remove and sell any goods, chattels and equipment at any place to which the Tenant or any other person may have removed them, in the same manner as if they had remained and been distrained upon the Premises, all notwithstanding any rule of law or equity to the contrary, and the Tenant hereby waives and renounces the benefit of any present or future statute or law limiting or eliminating the Landlord's right of distress.

Overholding

26. If the Tenant continues to occupy the Premises without the written consent of the Landlord after the expiration or other termination of the term, then, without any further written agreement, the Tenant will be a month-to-month tenant at a minimum monthly rental equal to the Base Rent and subject always to all of the other provisions of this Lease insofar as the same are applicable to a month-to-month tenancy and a tenancy from year to year will not be created by implication of law.

Additional Rights on Reentry

27. If the Landlord reenters the Premises or terminates this Lease, then:

    a. notwithstanding any such termination or the term thereby becoming forfeited and void, the provisions of this Lease relating to the consequences of termination will survive;

b. the Landlord may use such reasonable force as it may deem necessary for the purpose of gaining admittance to and retaking possession of the Premises and the Tenant hereby releases the Landlord from all actions, proceedings, claims and demands whatsoever for and in respect of any such forcible entry or any loss or incidental damage in connection therewith or consequential thereupon;

c. the Landlord may expel and remove, forcibly, if necessary, the Tenant, those claiming under the Tenant and their effects, as allowed by law, without being taken or deemed to be guilty of any manner of trespass;

d. in the event that the Landlord has removed the property of the Tenant, the Landlord may store such property in a public warehouse or at a place selected by the Landlord, at the expense of the Tenant. If the Landlord feels that it is not worth storing such property given its value and the cost to store it, then the Landlord may dispose of such property in its sole discretion and use such funds, if any, towards any indebtedness of the Tenant to the Landlord. The Landlord will not be responsible to the Tenant for the disposal of such property including providing any balance of the proceeds to the Tenant after paying any storage costs and any amounts owed by the Tenant to the Landlord;

e. the Landlord may relet the Premises or any part of the Premises for a term or terms which may be less or greater than the balance of the term of this Lease remaining and may grant reasonable concessions in connection with such reletting including any alterations and improvements to the Premises;

f. after reentry, the Landlord may procure the appointment of a receiver to take possession and collect rents and profits of the business of the Tenant, and, if necessary to collect the rents and profits the receiver may carry on the business of the Tenant and take possession of the personal property used in the business of the Tenant, including inventory, trade fixtures, and furnishings, and use them in the business without compensating the Tenant;

g. after reentry, the Landlord may terminate the Lease on giving 5 days written notice of termination to the Tenant. Without this notice, reentry of the Premises by the Landlord or its agents will not terminate this Lease;

h. the Tenant will pay to the Landlord on demand:

    i. all rent, Additional Rent and other amounts payable under this Lease up to the time of reentry or termination, whichever is later;

    ii. reasonable expenses as the Landlord incurs or has incurred in connection with the reentering, terminating, reletting, collecting sums due or payable by the Tenant, realizing upon assets seized; including without limitation, brokerage, fees and expenses and legal fees and disbursements and the

expenses of keeping the Premises in good order, repairing the same and preparing them for reletting; and

iii. as liquidated damages for the loss of rent and other income of the Landlord expected to be derived from this Lease during the period which would have constituted the unexpired portion of the term had it not been terminated, at the option of the Landlord, either:

i. an amount determined by reducing to present worth at an assumed interest rate of twelve percent (12%) per annum all Base Rent and estimated Additional Rent to become payable during the period which would have constituted the unexpired portion of the term, such determination to be made by the Landlord, who may make reasonable estimates of when any such other amounts would have become payable and may make such other assumptions of the facts as may be reasonable in the circumstances; or

ii. an amount equal to the Base Rent and estimated Additional Rent for a period of six (6) months.

28. During the Term and any renewal of this Lease, the Landlord and its agents may enter the Premises to make inspections or repairs at all reasonable times. However, except where the Landlord or its agents consider it is an emergency, the Landlord must have given not less than 24 hours prior written notice to the Tenant.

29. The Tenant acknowledges that the Landlord or its agent will have the right to enter the Premises at all reasonable times to show them to prospective purchasers, encumbrancers, lessees or assignees, and may also during the ninety days preceding the termination of the terms of this Lease, place upon the Premises the usual type of notice to the effect that the Premises are for rent, which notice the Tenant will permit to remain on them.

Renewal of Lease

30. Upon giving written notice no later than 60 days before the expiration of the term of this Lease, the Tenant may renew this Lease for an additional term. All terms of the renewed lease will be the same except for the rent clause and the renewal clause referenced herein.

Landlord Improvements

31. The Landlord will make the following improvements to the Premises:

a. Landlord will deliver the premises in a move in ready condition, including adequate condition of floors, walls, and ceilings. Exceptions can be made by agreement between the parties. Tenant is permitted to create a 48"W x 86" H

opening in the interior non load bearing partition wall between rooms 1217 and 1218 to accommodate cafeteria flow.

32. All improvements provided by the Landlord will revert back to the Landlord at the end of the Lease except for the following: Tenant paid network wiring (devices only) will not revert to the landlord. The parties agree that the landlord will purchase the wiring for depreciated value.

Tenant Improvements

33. The Tenant will obtain written permission from the Landlord before doing any of the following:

    a. applying adhesive materials, or inserting nails or hooks in walls or ceilings other than eight small picture hooks per wall;

    b. painting, wallpapering, redecorating or in any way significantly altering the appearance of the Premises;

    c. removing or adding walls, or performing any structural alterations;

    d. changing the amount of heat or power normally used on the Premises as well as installing additional electrical wiring or heating units;

    e. placing or exposing or allowing to be placed or exposed anywhere inside or outside the Premises any placard, notice or sign for advertising or any other purpose; or

    f. affixing to or erecting upon or near the Premises any radio or TV antenna or tower.

Utilities and Other Costs

34. The Landlord is responsible for the payment of the following utilities and other charges in relation to the Premises: electricity, natural gas, water and sewer.

35. The Tenant is responsible for the direct payment of the following utilities and other charges in relation to the Premises: telephone, Internet and cable.

Signs

36. The Tenant may erect, install and maintain a sign of a kind and size in a location, all in accordance with the Landlord's design criteria for the Building and as first approved in writing by the Landlord. All other signs, as well as the advertising practices of the Tenant, will comply with all applicable rules and regulations of the Landlord. The

Tenant will not erect, install or maintain any sign other than in accordance with this section.

Insurance

37. The Tenant is hereby advised and understands that the personal property of the Tenant is not insured by the Landlord for either damage or loss, and the Landlord assumes no liability for any such loss except as may be a result of Landlord's negligence. The Tenant is advised that, if insurance coverage is desired by the Tenant, the Tenant should inquire of Tenant's insurance agent regarding a Tenant's Policy of Insurance.

38. The Tenant is not responsible for insuring the Premises for either damage and loss to the structure, mechanical or improvements to the Building on the Premises, and the Tenant assumes no liability for any such loss.

Tenant's Insurance

39. The Tenant will, during the whole of the term and during such other time as the Tenant occupies the Premises, take out and maintain the following insurance, at the Tenant's sole expense, in such form as used by solvent insurance companies in the State of Georgia:

    a. Comprehensive general liability insurance against claims for bodily injury, including death, and property damage or loss arising out of the use or occupation of the Premises, or the Tenant's business on or about the Premises; such insurance to be in the joint name of the Tenant and the Landlord so as to indemnify and protect both the Tenant and the Landlord and to contain a 'cross liability' and 'severability of interest' clause so that the Landlord and the Tenant may be insured in the same manner and to the same extent as if individual policies had been issued to each, and will be for the amount of not less than $2,000,000.00 aggregate commercial general liability and $1,000,000.00 per occurrence (refer to insurance addendum) or such other amount as may be reasonably required by the Landlord from time to time; such comprehensive general liability insurance will for the Tenant's benefit only include contractual liability insurance in a form and of a nature broad enough to insure the obligations imposed upon the Tenant under the terms of this Lease.

    b. All risks insurance upon its merchandise, stock-in-trade, furniture, fixtures and improvements and upon all other property in the Premises owned by the Tenant or for which the Tenant is legally liable, all in an amount equal to the full replacement value of such items, which amount in the event of a dispute will be determined by the decision of the Landlord.

    c. Owned automobile insurance with respect to all motor vehicles owned by the Tenant and operated in its business.

40. The Tenant's policies of insurance hereinbefore referred to will contain the following:

a. provisions that the Landlord is protected notwithstanding any act, neglect or misrepresentation of the Tenant which might otherwise result in the avoidance of claim under such policies will not be affected or invalidated by any act, omission or negligence of any third party which is not within the knowledge or control of the insured(s);

b. provisions that such policies and the coverage evidenced thereby will be primary and noncontributing with respect to any policies carried by the Landlord and that any coverage carried by the Landlord will be excess coverage;

c. all insurance referred to above will provide for waiver of the insurer's rights of subrogation as against the Landlord; and

d. provisions that such policies of insurance will not be cancelled without the insurer providing the Landlord thirty (30) days written notice stating when such cancellation will be effective.

41. The Tenant will further during the whole of the term maintain such other insurance in such amounts and in such sums as the Landlord may reasonably determine from time to time. Evidence satisfactory to the Landlord of all such policies of insurance will be provided to the Landlord upon request.

42. The Tenant will not do, omit or permit to be done or omitted upon the Premises anything which will cause any rate of insurance upon the Building or any part of the Building to be increased or cause such insurance to be cancelled. If any such rate of insurance will be increased as previously mentioned, the Tenant will pay to the Landlord the amount of the increase as Additional Rent. If any insurance policy upon the Building or any part of the Building is cancelled or threatened to be cancelled by reason of the use or occupancy by the Tenant or any such act or omission, the Tenant will immediately remedy or rectify such use, occupation, act or omission upon being requested to do so by the Landlord, and if the tenant fails to so remedy or rectify, the Landlord may at its option terminate this Lease and the Tenant will immediately deliver up possession of the Premises to the Landlord.

43. The Tenant will not at any time during the term of this Lease use, exercise, carry on or permit or suffer to be used, exercised, carried on, in or upon the Premises or any part of the Premises, any noxious, noisome or offensive act, trade business occupation or calling, and no act, matter or thing whatsoever will at any time during the said term be done in or upon the Premises, or any part Premises, which will or may be or grow to the annoyance, nuisance, grievance, damage or disturbance of the occupiers or owners of the Building, or adjoining lands or premises.

Landlord's Insurance

44. The Landlord will take out or cause to be taken out and keep or cause to be kept in full force and effect during the whole of the term:

a. extended fire and extended coverage insurance on the Building, except foundations, on a replacement cost basis, subject to such deductions and exceptions as the Landlord may determine; such insurance will be in a form or forms normally in use from time to time for buildings and improvements of a similar nature similarly situate, including, should the Landlord so elect, insurance to cover any loss of rental income which may be sustained by the Landlord;

b. comprehensive general liability insurance against claims for bodily injury, including death and property damage in such form and subject to such deductions and exceptions as the Landlord may determine; provided that nothing in this clause will prevent the Landlord from providing or maintaining such lesser, additional or broader coverage as the Landlord may elect in its discretion.

45. The Landlord agrees to request its insurers, upon written request of the Tenant, to have all insurance taken out and maintained by the Landlord provide for waiver of the Landlord's insurers' rights of subrogation as against the Tenant when and to the extent permitted from time to time by its insurers.

Abandonment

46. If at any time during the term of this Lease, the Tenant abandons the Premises or any part of the Premises, the Landlord may, at its option, enter the Premises by any means without being liable for any prosecution for such entering, and without becoming liable to the Tenant for damages or for any payment of any kind whatever, and may, at the Landlord's discretion, as agent for the Tenant, relet the Premises, or any part of the Premises, for the whole or any part of the then unexpired term, and may receive and collect all rent payable by virtue of such reletting, and, at the Landlord's option, hold the Tenant liable for any difference between the Rent that would have been payable under this Lease during the balance of the unexpired term, if this Lease had continued in force, and the net rent for such period realized by the Landlord by means of the reletting. If the Landlord's right of reentry is exercised following abandonment of the premises by the Tenant, then the Landlord may consider any personal property belonging to the Tenant and left on the Premises to also have been abandoned, in which case the Landlord may dispose of all such personal property in any manner the Landlord will deem proper and is relieved of all liability for doing so.

Subordination and Attornment

47. This Lease and the Tenant's rights under this Lease will automatically be subordinate to any mortgage or mortgages, or encumbrance resulting from any other method of financing or refinancing, now or afterwards in force against the Lands or Building or any part of the Lands or Building, as now or later constituted, and to all advances made or afterwards made upon such security; and, upon the request of the Landlord, the Tenant will execute such documentation as may be required by the Landlord in order to confirm and evidence such subordination.

48. The Tenant will, in the event any proceedings are brought, whether in foreclosure or by way of the exercise of the power of sale or otherwise, under any other mortgage or other method of financing or refinancing made by the Landlord in respect of the Building, or any portion of the Building, attorn to the encumbrancer upon any such foreclosure or sale and recognize such encumbrancer as the Landlord under this Lease, but only if such encumbrancer will so elect and require.

49. Upon the written request of the Tenant, the Landlord agrees to request any mortgagee or encumbrancer of the Lands (present or future) to enter into a non-disturbance covenant in favor of the Tenant, whereby such mortgagee or encumbrancer will agree not to disturb the Tenant in its possession and enjoyment of the Premises for so long as the Tenant is not in default under this Lease.

Registration of Caveat

50. The Tenant will not register this Lease, provided, however, that:

    a. The Tenant may file a caveat respecting this Lease but will not be entitled to attach this Lease, and, in any event, will not file such caveat prior to the commencement date of the term. The caveat will not state the Base Rent or any other financial provisions contained in this Lease.

    b. If the Landlord's permanent financing has not been fully advanced, the Tenant covenants and agrees not to file a caveat until such time as the Landlord's permanent financing has been fully advanced.

Estoppel Certificate and Acknowledgement

51. Whenever requested by the Landlord, a mortgagee or any other encumbrance holder or other third party having an interest in the Building or any part of the Building, the Tenant will, within ten (10) days of the request, execute and deliver an estoppel certificate or other form of certified acknowledgement as to the Commencement Date, the status and the validity of this Lease, the state of the rental account for this Lease, any incurred defaults on the part of the Landlord alleged by the Tenant, and such other information as may reasonably be required.

Sale by Landlord

52. In the event of any sale, transfer or lease by the Landlord of the Building or any interest in the Building or portion of the Building containing the Premises or assignment by the Landlord of this Lease or any interest of the Landlord in the Lease to the extent that the purchaser, transferee, tenant or assignee assumes the covenants and obligations of the Landlord under this Lease, the Landlord will without further written agreement be freed and relieved of liability under such covenants and obligations. This Lease may be assigned by the Landlord to any mortgagee or encumbrancee of the Building as security.

Tenant's Indemnity

53. The Tenant will and does hereby indemnify and save harmless the Landlord of and from all loss and damage and all actions, claims, costs, demands, expenses, fines, liabilities and suits of any nature whatsoever for which the Landlord will or may become liable, incur or suffer by reason of a breach, violation or nonperformance by the Tenant of any covenant, term or provision hereof or by reason of any builders' or other liens for any work done or materials provided or services rendered for alterations, improvements or repairs, made by or on behalf of the Tenant to the Premises, or by reason of any injury occasioned to or suffered by any person or damage to any property, or by reason of any wrongful act or omission, default or negligence on the part of the Tenant or any of its agents, concessionaires, contractors, customers, employees, invitees or licensees in or about the Building.

54. It is agreed between the Landlord and the Tenant that the Landlord will not be liable for any loss, injury, or damage to persons or property resulting from falling plaster, steam, electricity, water, rain, snow or dampness, or from any other cause, unless such loss, injury, or damage to persons or property is a result of negligence on the part of the landlord.

55. It is agreed between the Landlord and the Tenant that the Landlord will not be liable for any loss or damage caused by acts or omissions of other tenants or occupants, their employees or agents or any persons not the employees or agents of the Landlord, or for any damage caused by the construction of any public or quasi-public works, and in no event will the Landlord be liable for any consequential or indirect damages suffered by the Tenant.

56. It is agreed between the Landlord and the Tenant that the Landlord will not be liable for any loss, injury or damage caused to persons or ***invitees*** using the Common Areas and Facilities or to vehicles or their contents or any other property on them, or for any damage to property entrusted to its or their employees, or for the loss of any property by theft or otherwise, and all property kept or stored in the Premises will be at the sole risk of the Tenant.

Liens

57. The Tenant will immediately upon demand by the Landlord remove or cause to be removed and afterwards institute and diligently prosecute any action pertinent to it, any builders' or other lien or claim of lien noted or filed against or otherwise constituting an encumbrance on any title of the Landlord. Without limiting the foregoing obligations of the Tenant, the Landlord may cause the same to be removed, after giving sufficiently adequate notice in which case the Tenant will pay to the Landlord as Additional Rent, such cost including the Landlord's legal costs.

Governing Law

58. It is the intention of the Parties to this Lease that the tenancy created by this Lease and the performance under this Lease, and all suits and special proceedings under this Lease, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of Georgia, without regard to the jurisdiction in which any action or special proceeding may be instituted. Furthermore, this Lease (including any claim or controversy arising out of or related to this Lease) shall be governed by and construed and enforced in accordance with the laws of the State of Georgia applicable to contracts made and to be performed in said state without giving effect to the principles of conflicts of laws. If any ambiguity or question of intent or interpretation arises, this Agreement is to be construed as if drafted jointly by the parties and there is to be no presumption or burden of proof favoring or disfavoring any party because of the authorship of any provision of this Lease.

Severability

59. If any provision or provisions of this Agreement shall be held to be invalid, illegal or unenforceable for any reason whatsoever, the validity, legality and enforceability of this Agreement (including without limitation, each portion of any Section of this Agreement containing any such provision held to be invalid, illegal or unenforceable, that is not itself invalid, illegal or unenforceable) shall not in any way be affected or impaired thereby. Further, such provision or provisions shall be deemed reformed to the extent necessary to conform to applicable law and to give the maximum effect to the intent of the Parties.

Arbitration

60. If at any time a controversy exists between the Parties concerning any provision of this Lease, the parties shall have said controversy be finally determined and settled without resort to a civil action. The Parties further agree that the controversy shall be submitted to arbitration pursuant to the provisions of the Georgia arbitration statue, as amended. The Parties do hereby agree to be bound by the results of such arbitration. [Initials: _____ Initials: _____]

Amendment of Lease

61. Any amendment or modification of this Lease or additional obligation assumed by either party to this Lease in connection with this Lease will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Assignment and Subletting

62. The Tenant will not assign this Lease, or sublet or grant any concession or license to use the Premises or any part of the Premises. An assignment, subletting, concession, or license, whether by operation of law or otherwise, will be void and will, at Landlord's option, terminate this Lease.

Damage to Premises

63. If the Premises, or any part of the Premises, will be partially damaged by fire or other casualty not due to the Tenant's negligence or willful act or that of the Tenant's employee, family, agent, invitee, or visitor, the Premises will be promptly repaired by the Landlord and there will be an abatement of rent corresponding with the time during which, and the extent to which, the Premises may have been untenantable. However, if the Premises should be damaged other than by the Tenant's negligence or willful act or that of the Tenant's employee, family, agent, invitee or visitor to the extent that the Landlord will decide not to rebuild or repair, the term of this Lease will end and the Rent will be prorated up to the time of the damage.

Force Majeure

64. In the event that the Landlord or the Tenant will be unable to fulfill, or shall be delayed or prevented from the fulfillment of, any obligation in this Lease by reason of municipal delays in providing necessary approvals or permits, the other party's delay in providing approvals as required in this Lease, strikes, third party lockouts, fire, flood, earthquake, lightning, storm, acts of God or our Country's enemies, riots, insurrections or other reasons of like nature beyond the reasonable control of the party delayed or prevented from fulfilling any obligation in this Lease (excepting any delay or prevention from such fulfillment caused by a lack of funds or other financial reasons) and provided that such party uses all reasonable diligence to overcome such unavoidable delay, then the time period for performance of such an obligation will be extended for a period equivalent to the duration of such unavoidable delay.

Eminent Domain and Expropriation

65. If during the term of this Lease, title is taken to the whole or any part of the Building by any competent authority under the power of eminent domain or by expropriation, which taking, in the reasonable opinion of the Landlord, does not leave a sufficient remainder to constitute an economically viable building, the Landlord may at its option, terminate this Lease on the date possession is taken by or on behalf of such authority. Upon such termination, the Tenant will immediately deliver up possession of the Premises, Base Rent and any Additional Rent will be payable up to the date of such termination, and the Tenant will be entitled to be repaid by the Landlord any rent paid in advance and unearned or an appropriate portion of that rent. In the event of any such taking, the Tenant will have no claim upon the Landlord for the value of its property or the unexpired portion of the term of this Lease, but the Parties will each be entitled to separately advance their claims for compensation for the loss of their respective interests and to receive and retain such compensation as may be awarded to each respectively. If an award of compensation made to the Landlord specifically includes an award for the Tenant, the Landlord will account for that award to the Tenant and vice versa.

Condemnation

66. A condemnation of the Building or any portion of the Premises will result in termination of this Lease. The Landlord will receive the total of any consequential or incidental damages awarded as a result of the condemnation proceedings. All future rent installments to be paid by the Tenant under this Lease will be terminated.

Tenant's Repairs and Alterations

67. The Tenant covenants with the Landlord to occupy the Premises in a tenant-like manner and not to permit waste. The Tenant will at all times and at its sole expense, subject to the Landlord's repair, maintain and keep the Premises, reasonable wear and tear, damage by fire, lightning, tempest, structural repairs, and repairs necessitated from hazards and perils against which the Landlord is required to insure excepted. When it becomes (or, acting reasonably, should have become) aware of same, the Tenant will notify the Landlord of any damage to or deficiency or defect in any part of the Premises or the Building. Physical damage to the property, not caused by the Tenant's neglect, shall be subject to the Landlord's repair and expense. Repair expenses shall be limited to those expenses incurred due to the negligence of the Tenant or their invitees only.

68. The Tenant covenants with the Landlord that the Landlord, its servants, agents and workmen may enter and view the state of repair of the Premises and that the Tenant will repair the Premises according to notice in writing received from the Landlord, subject to the Landlord's repair obligations. If the Tenant refuses or neglects to repair as soon as reasonably possible after written demand, the Landlord may, but will not be obligated to, undertake such repairs without liability to the Tenant for any loss or damage that may occur to the Tenant's merchandise, fixtures or other property or to the Tenant's business by such reason, and upon such completion, the Tenant will pay, upon demand, as Additional Rent, the Landlord's cost of making such repairs plus five percent (5%) of such cost for overhead and supervision.

69. The Tenant will keep in good order, condition and repair the non-structural portions of the interior of the Premises and every part of those Premises, including, without limiting the generality of the foregoing, all equipment within the Premises, fixtures, walls, ceilings, floors, windows, doors, plate glass and skylights located within the Premises. When it becomes (or, acting reasonably, should have become) aware of same, the Tenant will notify the Landlord of any damage to or deficiency or defect in any part of the Premises or the Building. The Tenant will not use or keep any device which might overload the capacity of any floor, wall, utility, electrical or mechanical facility or service in the Premises or the Building.

70. The Tenant will not make or have others make alterations, additions or improvements or erect or have others erect any partitions or install or have others install any trade fixtures, exterior signs, floor covering, interior or exterior lighting, plumbing fixtures, shades, awnings, exterior decorations or make any changes to the Premises or otherwise

without first obtaining the Landlord's written approval thereto, such written approval not to be unreasonably withheld in the case of alterations, additions or improvements to the interior of the Premises.

71. The Tenant will not install in or for the Premises any special locks, safes or apparatus for air-conditioning, cooling, heating, illuminating, refrigerating or ventilating the Premises without first obtaining the Landlord's written approval thereto. Locks may not be added or changed without the prior written agreement of both the Landlord and the Tenant.

72. When seeking any approval of the Landlord for Tenant repairs as required in this Lease, the Tenant will present to the Landlord plans and specifications of the proposed work which will be subject to the prior approval of the Landlord, not to be unreasonably withheld or delayed.

73. The Tenant will promptly pay all contractors, material suppliers and workmen so as to minimize the possibility of a lien attaching to the Premises or the Building. Should any claim of lien be made or filed the Tenant will promptly cause the same to be discharged.

74. The Tenant will professionally steam clean any carpets in the Premises on a yearly basis and at the termination of this Lease or the Landlord may charge the Tenant or deduct the cost of having the carpets professionally steam cleaned from the security deposit.

Landlord's Repairs

75. The Landlord covenants and agrees to effect at its expense repairs of a structural nature to the structural elements of the roof, foundation and outside walls of the Building, whether occasioned or necessitated by faulty workmanship, materials, improper installation, construction defects or settling, or otherwise, unless such repair is necessitated by the negligence of the Tenant, its servants, agents, employees or invitees, in which event the cost of such repairs will be paid by the Tenant together with an administration fee of five percent (5%) for the Landlord's overhead and supervision.

76. The Tenant will professionally steam clean any carpets on a yearly basis and at the termination of this Lease or the Landlord may charge the Tenant or deduct the cost of having the carpets professionally steam cleaned from the security deposit. PVC tile maintenance must be properly addressed at recommended intervals.

77. Maintenance and repair of the Premises not due to the Tenant's misuse, waste, or neglect or that of the Tenant's employee, families, agent, invitees or visitors, will be the responsibility of the Landlord or the Landlord's assigns.

Care and Use of Premises

78. The Tenant will promptly notify the Landlord of any damage, or of any situation that may significantly interference with the normal use of the Premises.

79. Vehicles which the Landlord reasonably considers unsightly, noisy, dangerous, improperly insured, inoperable or unlicensed are not permitted in the Tenant's parking stall(s), and such vehicles may be towed away at the Tenant's expense. Parking facilities are provided at the Tenant's own risk. The Tenant is required to park in only the space allotted to them.

80. The Tenant will not make (or allow to be made) any noise or nuisance which, in the reasonable opinion of the Landlord, disturbs the comfort or convenience of other tenants.

81. The Tenant will dispose of its trash in a timely, tidy, proper and sanitary manner.

82. The Tenant will not engage in any illegal trade or activity on or about the Premises.

83. The Landlord and Tenant will comply with standards of health, sanitation, fire, housing and safety as required by law.

84. The hallways, passages and stairs of the building in which the Premises are situated will be used for no purpose other than going to and from the Premises and the Tenant will not in any way encumber those areas with boxes, furniture or other material or place or leave rubbish in those areas and other areas used in common with any other tenant.

Surrender of Premises

85. The Tenant covenants to surrender the Premises, at the expiration of the tenancy created in this Lease, in the same condition as the Premises were in upon delivery of possession under this Lease, reasonable wear and tear, damage by fire or the elements, and unavoidable casualty excepted, and agrees to surrender all keys for the Premises to the Landlord at the place then fixed for payment of rent and will inform the Landlord of all combinations to locks, safes and vaults, if any. All alterations, additions and improvements constructed or installed in the Premises and attached in any manner to the floor, walls or ceiling, including any leasehold improvements, equipment, floor covering or fixtures (including trade fixtures), will remain upon and be surrendered with the Premises and will become the absolute property of the Landlord except to the extent that the Landlord requires removal of such items. If the Tenant abandons the Premises or if this Lease is terminated before the proper expiration of the term due to a default on the part of the Tenant then, in such event, as of the moment of default of the Tenant all trade fixtures and furnishings of the Tenant (whether or not attached in any manner to the Premises) will, except to the extent the Landlord requires the removal of such items, become and be deemed to be the property of the Landlord without indemnity to the Tenant and as liquidated damages in respect of such default but without prejudice to any other righter remedy of the Landlord. Notwithstanding that any trade fixtures, furnishings, alterations, additions, improvements or fixtures are or

may become the property of the Landlord, the Tenant will immediately remove all or part of the same and will make good any damage caused to the Premises resulting from the installation or removal of such fixtures, all at the Tenant's expense, should the Landlord so require by notice to the Tenant. If the Tenant, after receipt of such notice from the Landlord, fails to promptly remove any trade fixtures, furnishings, alterations, improvements and fixtures in accordance with such notice, the Landlord may enter into the Premises and remove from the Premises all or part of such trade fixtures, furnishings, alterations, additions, improvements and fixtures without any liability and at the expense of the Tenant, which expense will immediately be paid by the Tenant to the Landlord. The Tenant's obligation to observe or perform the covenants contained in this Lease will survive the expiration or other termination of the term of this Lease.

Hazardous Materials

86. The Tenant will not keep or have on the Premises any article or thing of a dangerous, flammable, or explosive character that might unreasonably increase the danger of fire on the Premises or that might be considered hazardous by any responsible insurance company.

Rules and Regulations

87. The Tenant will obey all rules and regulations posted by the Landlord regarding the use and care of the Building, parking lot, and other common facilities that are provided for the use of the Tenant in and around the Building on the Premises.

Address for Notice

88. For any matter relating to this tenancy, whether during or after this tenancy has been terminated:

    a. the address for service of the Tenant is the Premises during this tenancy, and P. O. Box 835 Lithonia, Ga. 30058 after this tenancy is terminated.
    The phone number of the Tenant is 404.665.3103;

    AND

    b. the address for service of the Landlord is 6400 Woodrow Rd. Lithonia, Ga 30038, both during this tenancy and after it is terminated.

The Landlord or the Tenant may, upon written notice to each other, change their respective addresses for notice under this Lease.

No Waiver

89. No provision of this Lease will be deemed to have been waived by the Landlord or the Tenant unless a written waiver from the Landlord has first been obtained and, without limiting the generality of the foregoing, no acceptance of rent subsequent to any default

and no condoning, excusing or overlooking by the Landlord or the Tenant on previous occasions of any default nor any earlier written waiver will be taken to operate as a waiver by the Landlord or the Tenant or in any way to defeat or affect the rights and remedies of the Landlord or the Tenant.

Landlord's Performance

90. Notwithstanding anything to the contrary contained in this Lease, if the Landlord is delayed or hindered or prevented from the performance of any term, covenant or act required under this Lease by reason of strikes, labor troubles, inability to procure materials or services, power failure, restrictive governmental laws or regulations, riots, insurrection, sabotage, rebellion, war, act of God or other reason, whether of a like nature or not, which is not the fault of the Landlord, then performance of such term, covenant or act will be excused for the period of the delay and the Landlord will be entitled to perform such term, covenant or act within the appropriate time period after the expiration of the period of such delay.

Limited Liability

91. The maximum liability of the Landlord under this Agreement shall be the Base Rent paid to the Landlord for the specific months in which there were serious problems related to the Leasable Area. The Landlord will not under any circumstances be liable for any consequential or incidental damages such as loss of business income or moving expenses. The Landlord will not be liable for any damages which the Tenant is required to take out insurance for.

Remedies Cumulative

92. No reference to or exercise of any specific right or remedy by the Landlord or the Tenant will prejudice or preclude the Landlord or the Tenant from any other remedy whether allowed at law or in equity or expressly provided for in this Lease. No such remedy will be exclusive or dependent upon any other such remedy, but the Landlord or the Tenant may from time to time exercise any one or more of such remedies independently or in combination.

Landlord May Perform

93. If the Tenant fails to observe, perform or keep any of the provisions of this Lease to be observed, performed or kept by it and such failure is not rectified within the time limits specified in this Lease, the Landlord may, but will not be obliged to, at its discretion and without prejudice, rectify the default of the Tenant. The Landlord will have the right to enter the Premises for the purpose of correcting or remedying any default of the Tenant and to remain until the default has been corrected or remedied. However, any expenditure by the Landlord incurred in any correction of a default of the Tenant will not be deemed to waive or release the Tenant's default or the Landlord's right to take any action as may be otherwise permissible under this Lease in the case of any default.

General Provisions

94. This Lease will extend to and be binding upon and inure to the benefit of the respective heirs, executors, administrators, successors and assigns, as the case may be, of each party to this Lease. All covenants are to be construed as conditions of this Lease.

95. All sums payable by the Tenant to the Landlord pursuant to any provision of this Lease will be deemed to be Additional Rent and will be recovered by the Landlord as rental arrears.

96. Where there is more than one Tenant executing this Lease, all Tenants are jointly and severally liable for each other's acts, omissions and liabilities pursuant to this Lease.

97. The Tenant will be charged an additional amount of $25.00 for each N.S.F. check or check returned by the Tenant's financial institution.

98. All schedules to this Lease are incorporated into and form an integral part of this Lease.

99. Headings are inserted for the convenience of the Parties only and are not to be considered when interpreting this Lease. Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

100. This Lease may be executed in 3 counterparts. Facsimile signatures are binding and are considered to be original signatures.

101. Time is of the essence in this Lease.

Additional Considerations

a. In consideration, the landlord will allow nine uses of the multi-purpose room during the School Year at a cost not to exceed $200.00 per use, billed contemporaneously with the use of such facility. This sum will be used to defray the expenses of the maintenance, janitorial, and labor for set up, take down, furniture placement, etc. and all other Landlord expenses.

b. Additionally, in consideration of the sums paid above in Paragraph 1 Section h, the Landlord also grants to the Tenant the use of the "Chapel" as follows: A maximum of five uses per month during the School Year calendar, not to exceed 10 months, the cost of which is included in the rent as outlined in Paragraph 1 Section h. These uses will be scheduled in advance with the Landlord.

102. This Lease will constitute the entire agreement between the Landlord and the Tenant. Any prior understanding or representation of any kind preceding the date of

this Lease will not be binding on either party to this Lease except to the extent incorporated in this Lease. In particular, no warranties of the Landlord not expressed in this Lease are to be implied.

IN WITNESS WHEREOF the Parties to this Lease have duly affixed their signatures under hand and seal, or by a duly authorized officer under seal, on this 1st day of August, 2013.

New Birth Missionary Baptist Church (New Birth MBC) (Landlord)

_____
(Witness)

Per: _____ (SEAL)

Leadership Preparatory Academy of Technology and Engineering (Tenant)

_____
(Witness)

Per: _____ (SEAL)

Leadership Preparatory Academy (Tenant)

_____
(Witness)

Per: _____ (SEAL)

Appendix C

School Safety Plan

SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Dr. Tonya Williams	Phone No.: 770-769-7289
A.P.	: n/a	Phone No.: n/a
A.P.	: n/a	Phone No.: n/a
Other Staff	: Dr. Itaski Arnette	Phone No.: 843901-9615
Counselor	: Roshanda May	
Teacher	: Torressa Smith	
Teacher	: Erica Godfrey	
Custodian	: Clean Net	
Student	: Ble Sery	
Parent	: Nikia Card	
Law Enforcement	: DeKalb County Police Dept.	
Fire Department	: DeKalb County Fire Department	
Other	: Angela Oberamo	
Other	: Antonio Render	

SAFE SCHOOL PLAN

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:
State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August	08/14/2014	September	09/19/2014	October	10/14/2014
August	08/20/2014				
November	11/06/2014	December	12/10/2014	January	01/08/2015
February	02/12/2015	March	03/19/2015	April	04/17/2015
May	05/05/2015				

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary	Samson's Family Life Center	Grades	K-5
Primary	Samson's Family Life Center	Grades	6-8
Secondary	Allen Leadership Institute	Grades	K--5
Secondary	Allen Leadership Institute	Grades	6-8

Tornado Drill(s):

First Semester Date: 09/09/2014

Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/26/2014

Second Semester Date: 02/05/2015

Type of Lockdown:

Type of Lockdown:

SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Marissa Callaway
Dr. Tonya Williams

Designated staff to contact Regional Superintendent:
Dr. Tonya Williams
Dr. Itaski Arnette

Designated staff to identify missing/absent students and staff:
Jennifer Ellison
Kathlen Gourdet
Alyisha Maddox

Designated staff to locate and identify the injured/sick:
Veldria Burns
LPN Cahill
Dana Clark-Williams

Designated staff to accompany injured/sick to medical facilities:
Tiah White
Veldria Burns

Identifed staff trained in First Aid and CPR:
LPN Cahill
Veldria Burns
Julia Byrnes

Designated staff to handle telephone calls:
Lonnie Hall
Kenetha Griffith

Designated staff to receive parents/quardians at reunification site(s):
NOTE: All students must be signed out by a parent or guardian. Please keep sign-out logs.
Dana Clark Williams
Coach Marshall

Designated staff to show emergency personnel utility and ventilation shutoffs:
Jean Lamour
Minister Patterson

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
Sirrender Security

Designated staff to make temporary ID badges for staff and emergency personnel:
Marissa Callaway
Kenetha Griffith

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:
Dr. Tonya Williams
Dr. Itaski Arnette

SAFE SCHOOL PLAN

EMERGENCY KITS CHECKLIST	ANSWER
A copy of the DeKalb Emergency Management Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number, release information and contact information	Yes
Current list of all staff members including phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers(used to identify students,staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor Plan of the building	Yes
Site Plan of the grounds and surrounding areas	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Information regarding any student with medical problems that may be impacted by the evacuation or emergency	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes
Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies(Dekalb Police Dept., Poison Control, ect.)	Yes

SAFE SCHOOL PLAN

ATTENDANCE AND DISCIPLINE	ANSWER
Student and parents are informed of student behavioral expectations and school discipline procedures.	Yes
All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes

SAFE SCHOOL PLAN

REPORTING CHECKLIST	ANSWER
Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Procedures booklet.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked. Reason: Not Applicable	No
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work at the school.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a regular basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal.	Yes
Staff members are assigned to student parking areas at arrival and dismissal.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police. Reason: Not Applicable	No
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	Yes
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school hours and on field trips.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license. Reason: Not Applicable	No

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Student access to parking areas during the school day is restricted. Reason: Not Applicable	No
Student drivers are aware that vehicles are subject to search when on school property. Reason: Not Applicable	No
Employees are aware of their responsibility for items in their vehicle while on school property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in good repair.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily. Reason: Not Applicable	No
Building vault has controlled access and can be opened from the inside. Reason: Not Applicable	No
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in the cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Student medicine is secured (locked) with controlled access at all times.	Yes
Students sign and date each time they take their medication.	Yes
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff.	Yes
Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes
School bus safety rules are distributed to all students.	Yes
All students participate in school bus emergency evacuations drills twice per year.	Yes
For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. NOTE: Parents shall not activate or deactivate the system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.	Yes
All students and staff members are brought into the building from mobile classrooms during storm warnings.	No Reason: Not Applicable
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs.	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has inplemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes
Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.	Yes
Procedures have been developed for two-way communication with portable classrooms/modules.	No
Reason: Not Applicable	
Portable classrooms are locked when unoccupied.	No
Reason: Not Applicable	
Portable classroom doors are locked when class is in session.	No
Reason: Not Applicable	

Leadership Preparatory Academy
Safety Plan



2014-2015

Adapted from Ashville Elementary School

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Safe School Plan
Safe School Emergency Planning Committee

Acting Principal: Dr. Tonya Williams	Phone #770-769-7289
Chief Academic Officer: Dr. Tonya Williams	Phone #770-769-7289
Academic Coach: Dr. Itaski Arnette	Phone # 843-901-9615
Chief Executive Officer: Lonnie Hall	Phone #678-708-1162

Teacher: Torressa Smith

Teacher: Erica Godfrey

Custodian: Clean Net

Student: Ble Sery

Parent: Nikia Card

Law Enforcement: DeKalb County Police Department

Fire Department: DeKalb County Fire Department

Other: Sirrender Security

Other: n/a

Introduction and Statement of Commitment

Leadership Preparatory Academy recognizes the existence of the possibility of a hostile attack, sabotage, or other violent action, as well as disaster/crisis resulting from fire, natural causes, or acts of school violence. Because of the reality of such an event and the state of the world today, Faculty, Staff, Students, Parents, and community leaders are committed to providing the safest environment possible. We have prepared the **Plan & Procedure for Crisis Management/Prevention** to provide a framework in which the school can plan for and perform its respective emergency functions during school crisis situations. It is further designed to assist the staff in following the procedure with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the administration and staff is an integral part of safety management.

Schedule of Emergency Drills

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates: State law requires 2 drills within the first 10 days of school and at least one drill for each subsequent month.

August 14, 2014	August 20,2014	September 19, 2014	October 14, 2014	November 6, 2014
December 10, 2014	January 8, 2015	February 12, 2015	March 19, 2015	April 17, 2015
May 5, 2015				

Identify the primary and secondary relocation sites if evacuation from the campus is necessary:
Primary: New Birth Family Life Center Grades K-8
Primary: New Birth Sanctuary Grades K-8
Secondary: Parking Lot/Football Field of NB Grades K-8
Secondary: West Wing Bus Parking Lot NB Grades K-8

Tornado Drill (s):
First Semester Date: 9/9/14
Second Semester: 2/8/15
We will also participate in the statewide drill in February once the date is announced.

Intruder (Lockdown) Drills:

First Semester: 8/26/2014
Second Semester: 2/05/14

Staff Emergency Assignments

Designated staff to prepare and maintain the Emergency Kits: Marissa Rosales-Callaway and Dr. Tonya Williams

Designated staff to contact Regional Superintendent:
Dr. Tonya Williams

Designated staff to identify missing/absent students and staff:
Marissa Rosales-Callaway, Dr. Tonya Williams, Dr. Itaski Arnette

Designated Staff to locate and identify the injured/sick:
Velderia Burns, LPN Cahill, Dana Clark-Williams

Designated Staff to accompany injured/sick to medical facilities:
Jennifer Ellison, Towanda McMullen, Kathlen Gourdet, Alyisha Maddox

Designated staff trained in First Aid and CPR
Towanda McMullen, Veldria Burns, LPN Cahill, Dana Clark-Williams,
Julia Byrnes

Designated staff to handle telephone calls;
Lonnie Hall and Marissa Rosales-Callaway

Designated staff to receive parents/guardians at reunification site (s): NOTE: All students must be signed out by a parent or a guardian – Please keep sign out logs.
Antonio Mahone, Robert Speaks, Lauren Plam, Angela Oberamo

Designated staff to show emergency personnel utility and ventilation shutoffs:
Jean Lamour (NB), Minister Patterson (NB)

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
Sirrender Security

Designated staff to make temporary ID badges for staff and emergency personnel:
Marissa Rosales, Nekia Card

Name(s) of Person(s) to contact after hours for after school/extracurricular activities and programs:
Dr. Itaski Arnette
Dr. Tonya Williams

PREVENTION AND CURRICULUM

School Climate

- The school provides parents with a yearly survey in order for them to have input into the school climate.
- Results are used to evaluate and revise the existing safety plan.
- The school counselor affords students the opportunity to provide feedback regarding school climate.

Student/Faculty/Staff Records

- Information on file is accurate, accessible on computer, current, updated at regular intervals, and specified on the school calendar.
- Student/Faculty/Staff Records are complete with life-threatening medical facts such as the following:
  - Allergies
  - Ongoing or chronic medical conditions
  - Medications
- There is a current photo of each student in the school office.
- Individual student transportation (to and from school either car riders or bus numbers) is on the school computer and in the permanent record file.
- Records clearly identify persons authorized to pick up the student in the absence of parent/guardian. Copies of court orders relevant to the children are on file in the school office.
- Procedures require that records and identification be checked prior to release of student to <u>any person</u> (e.g., check photo identification upon check-out).
- If computerized records are unavailable, records are alphabetized by grade level so that information can be located quickly.
- Staff/faculty records meet the same qualifications noted for student records.
- Back-up copies of student/staff records are kept at an alternate site off campus.

Discipline Plan

- The DeKalb Code of Conduct booklet is disseminated to each child/parent each year. A signed notice of receipt is kept on file in each child's homeroom.
- Training is provided for faculty and staff by the school principal.
- Students understand and respond to the PBIS.
- Parents are aware of the discipline plan and their supporting role.
- The plan is consistently and fairly enforced for all students.
- All faculty/staff are visible throughout the school day to support the discipline plan.

Conflict Resolution/Peer Mediation/Mentoring Programs

- The school counselor and teachers instruct students on conflict resolution and problem solving.
- The middle school and high school provide our students with mentors.

Alcohol/Drug/Violence Programs

- Alcohol/drug/violence prevention programs are integrated into subject areas.
- A "zero tolerance" policy is in place.
- Rules are enforced consistently.
- Opportunities are available for support groups as needed for students/staff.

Law-Related Education

- Law-related education is implemented in content areas.

Health Education

- Areas of safety have been identified and taught using the Health Course of Study.
- A school nurse is employed to assist with the medical/health needs of our students.

Visitor Access Control

- All exterior doors are monitored with a camera system.
- Procedures for visitor identification are in place. All visitors enter the front doors to the building beside the office area. Visitors are immediately recognized and they are given a visitor's badge to wear. Badges are clearly identifiable, commercially made, and cannot be duplicated. Visitors are not allowed to proceed to classes unless they have received prior approval from the office/principal.
- Procedures for school visitation are covered in the school handbook and in the teacher handbook. Signs are posted on all doors indicating the procedure that visitors must follow upon entering the building.
- The visitor procedure is consistently and efficiently implemented. Parents, students, faculty, and staff are notified immediately if change in procedure takes place.
- Faculty and staff are alert to identified and non-identified visitors. Faculty and staff follow a procedure in place for identifying strangers or unidentified visitors in the building or on school ground.
- If disruption is anticipated, visitors are escorted out and away from the building and the local police department and /or school resource officer are notified.

First Aid/CPR/Heimlich/Blood Borne Pathogens Procedures and Equipment

- Training for CPR/Heimlich procedures is available to all personnel by local fire department personnel.
- The school nurse provides gloves if they are needed.

Bus/Car rider Safety

- Arrival/departure procedures are designated for each situation. Car riders each have a designated area to load and unload, a designated time to load and unload, and a specific manner in which to load and unload. The procedures are described at Orientation, beginning of school packets, and teacher handbook.
- A sufficient number of staff members supervise loading/unloading procedures. Staff members have a schedule to follow that designates dates to monitor loading and unloading procedures. Non-homeroom teachers have a designated area to monitor during loading and unloading procedures daily.

Community Assistance

- Community Assistance is available and documented in the School Safety Plan. The local community/city/county police and fire departments offer immediate assistance when notified. Phone numbers are readily available in the event of an emergency.

Student Identification Plans/Procedures

- The classroom teacher identifies all students as roll is taken before the day's activities begin.
- Students, faculty, and other chaperones on field trips all wear a specific badge and in most case the same color/style T-shirt.
- Identification procedures are part of the crisis plan. Teachers have a student roster located in the emergency folder.
- Picture identification is required for all students. Pictures are readily available through INOW computer system.
- Medical records for students who require medical attention/medications are kept on file with teacher, nurse, and administration. The school nurse or trained personnel are required to attend field trips if any student needs medication.

LOCKDOWN PROCEDURES

- **Principal or Designee will announce LOCKDOWN RED.**
- **LOCKDOWN RED- MEANS AN ITRUDER/GUNMAN IS BELIEVED TO BE IN THE BUILDING AND THERE IS EMINENT DANGER!**

Teachers should lock all doors and windows. Teachers and students should move away from the door/window so they are not visible to the intruder . If teacher has pertinent information regarding perpetrator it would be helpful to text administrator this information. Everyone will remain in this lockdown mode until an administrator or authorities instruct otherwise. THERE IS A LOCKDOWN CODE USED TO IDENTIFY PERSONNEL AND/OR AUTHORITIES.

- **LOCKDOWN YELLOW**- There is danger in the immediate AES campus area. There will be a code announced for **LOCKDOWN YELLOW** by school administration.

Examples: Uncaptured bank robber at local bank.
The principal or designee will announce that on LOCKDOWN YELLOW all teachers **need to close blinds, lock windows, and lock doors to secure classroom. The students can remain in desks as class continues as normal within the classroom. Students need to stay away from windows and doors. Students must remain in locked/secured classroom until administrator instructs otherwise**.

- **Lockdown Green**- There is a danger in the distant surroundings of LPA campus.

Past Example: An unarmed escape in the area of St.Clair Correctional Facility.
There will be a code announced for LOCKDOWN GREEN by school administration. The principal or designee will announce that on LOCKDOWN GREEN all outer doors to the building will be secured and locked. A regular daily schedule will continue with the EXCEPTION OF **NO OUTSIDE ACTIVITIES**. **NO CLASS IS TO GO OUTSIDE FOR SNACK OR RECESS. Physical Education will be taught in the gym**.

Lockdown Procedures Continued

- School employee will contact law enforcement agencies for assistance regarding any threat.
- School administration will announce when a situation has been neutralized.
- Portables have communication devices to report to the office.
- Signs are posted for visitors to report to the office when entering the school building.

BUILDINGS AND GROUNDS SECURITY

Alarm System

- Automated fire alarm system is utilized throughout the building that can be activated at given locations throughout the building and can be heard from all points on the school grounds.
- Severe weather warning alarms are located in the school office to alert school officials in case of a warning.
- Intercom is used to alert staff to problems utilizing a specific code system.
- Only in the case of a power failure, is an air horn used to alert staff to an emergency.

Playground and Playing Area

- A driveway separates one playground from the school. The P.E. teacher supervises crossing that driveway and barricades are used.
- The playground and equipment is inspected by the P.E. teacher on a monthly basis.

School Location, Traffic Patterns, and Protective Barriers

- At the beginning of every school year a school handbook is provided detailing the procedures for the arriving and dismissing of all students.
- Students are monitored at all times when arriving and leaving school grounds by certified personnel.

Parking Lot/Exterior Lighting/Exterior Pay Phones

- All parking lots and school entrance are properly lighted to insure the safety of all visitors and students.
- No pay phones are available on our school campus.

Visual Access Inside and Outside

- All school buildings are marked on maps as to their identity.
- All hallways are monitored at all times by faculty and staff.
- Each classroom is labeled outside the door of entry.
- A security camera system is located throughout the building.

Limitations of Building Design

All buildings are utilized for instruction or storage.
Every classroom has a floor plan for the building in which it is located.

Exits

All exit doors open to the outside with a panic bar and have a fire exit sign.
All exit doors are monitored by a security camera system.

Fire Extinguishers/Fire Alarms

Fire extinguishers are located as per local fire codes determine and maintained annually.
Fire alarms are located in each building.

Electrical Safety and Appropriate Machinery/Equipment Use

Occupation Safety and Health Act (OSHA) guidelines are followed.
All science lab equipment and supplies are properly maintained.
School lunchroom is free of hazards as outlined in local safety codes.

Signs/Directions to Safety Areas

All exit signs are regularly maintained.
Visitor entrance procedures are posted on all exit doors.

Hall Passes

Student sign in/out procedures are followed in all classrooms.

Security

All keys are secured in a locked cabinet easily accessible.
All records are maintained in a secure location daily.
Security cameras are used to monitor the school grounds and are located on all exit doors.

COMMUNICATIONS

- The existing intercom system permits communication to all rooms inside the school building and one portable classroom.
- Fire/severe weather alarm procedures are in place and cover all buildings and school areas. Procedures and diagrams are posted in all locations of the school.
- Alarms can be heard in all areas of the campus. A Weather Tone Alert radio linked to the local Emergency Management Area is in the office and lunchroom. It has a built-in battery backup and is capable of transmitting warnings to our school at all times.
- There is a back-up generator procedure for alarms due to power failure. Alarms use a battery backup if power failure occurs. If the electronic alarms will not sound, there is a manual system that can be used.
- A sufficient number of computers, lap top computers, fax, and e-mail capabilities are available to serve emergencies. Batteries are kept charged and on hand.
- School personnel use the website district to send parents advanced notices when school is to dismiss earlier than normal.
- Battery powered bullhorns are available to use inside and outside the building at any time. Batteries are kept charged and are available at all times.

GENERAL SAFETY INFORMATION

- Fire drill evacuation charts are updated, posted, and reviewed with all the staff.
- Fire drills are practiced every month.
- Severe weather evacuation charts are updated posted, and reviewed with all the staff/students.
- Weather drills are practiced on a regular basis.
- There are distinctive codes for fire/weather alarms and other designated emergencies.
- Early dismissal procedures are developed and distributed to students, staff, parents, and the community.
- Evacuation plans/codes include methods for managing students with disabilities and or students with limited English proficiency.
- Alternative shelters are designated off campus in case of immediate evacuation from the school
- Communication/telephone trees for all staff developed/communicated for all types of emergencies are updated and distributed annually
- Community evacuation plans that include the school/students are shared with all staff/students.
- Adults adequately monitor all areas of the campus at all times.

SUPERVISION OF STUDENTS

- Responsibilities are assigned to school personnel regarding the supervision of students. Rules are written and distributed through the Faculty Staff Handbook and revised on a yearly basis.
- When it becomes necessary for a teacher to leave the room, a neighbor teacher is consulted and supervises until the classroom teacher returns. No students are left unattended.
- Teachers when going to PE, band and special classes supervise classes. Students going to restroom or on errands to office have an approved pass.
- Classes are monitored while moving from one area to another by school personnel and security cameras.
- All areas (hallways, play areas, classrooms, labs, early dismissals, cafeterias, restroom, and gymnasium) are carefully monitored.
- There are specific rules governing field trips that include permission slips and students returning to school and/or their parents. Items included are nametags, medical records, and telephone numbers of parents at work and/or home.
- Teachers carry emergency student information and class lists when leaving the classroom for emergencies.
- A substitute folder is provided for each classroom/teacher with all related information regarding students including schedules, procedures and emergency information.
- Written duty rosters are provided for all personnel and posted in the hallway outside teacher workroom.

Training for Staff, Students, Parents, and Others

The principal or a designee shall meet not less than one time yearly with the school staff at which time an orientation will take place. All concerned persons will be familiarized with the Crisis Plan at this time.

Monthly drills are required of all schools in regard to fire. Tornado drills are mandated periodically throughout the school year. Students are trained in the correct procedures for both of these potential dangers. Bus drivers conduct emergency evacuation drills twice yearly for students who ride the bus.

Volunteers and parents are informed that a Crisis Plan is on file in the school office.

Crisis Management Plan

- Important information will be gathered as quickly as possible.
- Students' safety will be a priority.
- The Superintendent of DeKalb County Public School and choice of the Governing Board will be notified immediately.
- Using a specified spokesperson, an initial press briefing will be conducted after reviewing vital information with the superintendent.
    1. The library media center will be used as the designated area for news media if needed.
    2. The principal will be the primary spokesperson for the media only after speaking with the superintendent.
    3. The Chief Academic Office or COO will be deemed the spokesperson for the staff.
    4. School personnel will emphasize to parents and staff that they have the right to refuse speaking to the media.

Extracurricular Activities Venue

Venue Equipment or Supplies

- Access to a telephone landline is available and accessible
- Practice venue is equipped with a weather radio.
- Practice venue is equipped with an AED.
- School buses used for extracurricular events are equipped with two-way radios. Drivers or school personnel requesting the use of the buses are also required to have a cellular phone.
- Emergency and communication equipment is observed to be available and operational before departure of buses.
- Each school bus is equipped with a basic first aid kit.

Safety Plans and Procedures

- No organization is allowed to use the venue without prior approval of the principal and proof of access to the **Safety Plan** that has been developed by each individual or organization requesting use of the practice venue.
- No organization is allowed to use the venue without prior approval of the principal and proof of immediate access to the **Emergency Medical Treatment Manual** that has been provided by each individual or organization requesting use of the practice venue.
- No organization is allowed to use the venue without prior approval of the principal and proof of access to the **Emergency Procedures for Miscellaneous Incidents** that has been provided by each individual or organization requesting use of the practice venue.

Emergency First-Aid/Trauma Kit

- Before approval of access to the practice venue is granted by the principal, evidence of and immediate access to a well-equipped first aid or trauma kit, provided by each individual or organization, is required.
- Before the principal grants approval of access to the practice venue, the individual or organization requesting use of the venue will provide evidence of adequate first-aid or trauma kits.

Staff Training and Certification

Individuals or organizations requesting use of the venue are responsible for acquiring first-aid training and certification.
Individuals or organizations requesting use of the venue are responsible for acquiring CPR training and certification.
Individuals or organizations requesting use of the venue are responsible for reporting procedures following an incident that involved violence and/or injury to the school, central office, and their organization.
Before the use of invasive medical treatment is administered, legally prescribed written orders obtained from a certified physician is required.

Other Pertinent Information:

Field Trips

Student information is carried by teachers on any trips away from school on any trips away from school campus. This includes medical information, parental contact numbers, etc. Teachers carry personal cellular phones and a listing of applicable phone numbers. The school keeps a listing of students assigned to each bus. Each student is required to wear identification while on the trip. Safety procedures of the venue will be followed.

PTO

Parent Teacher Association/Organization meetings are held periodically on the school campus. The principal or designee will be responsible for implementing the safety the safety plan during these meetings. The plan for that area of the campus, as listed in the Plan and Procedure for Crisis Management/Prevention , will be followed. Parents will be informed yearly of our plan and encouraged to follow in event of a crisis.

Extended Day

Students attending Extended Day will follow the Crisis Prevention Plan designed for that area of the school. The Director of Extended Day will be responsible for knowing, practicing and implementing the plan with these students. The director has emergency information on every student. The director has phone access and emergency information on every student.

Special Activities
(Field Day, Fall Festival, Spring Fling, etc.)

Special activities are sometimes held on school campus outside of school hours. An event coordinator will be responsible for implementation of the safety plan in the absence of the principal.

Community Activities

Any community member reserving a portion of the school campus for activities will be responsible for becoming familiar with the safety plan for that designated area. At the time of reserving the facility, the principal or designee will provide the safety plan.

Recovery

After the Crisis: The Role of the Principal, Counselor, and Teachers

Principal

Support response efforts and be available for media.
Be visible, available, and supportive to empower staff.
Provide direction for teachers to alter the curriculum. Specifically, consider testing, if postponement is necessary.
Communicate with central office administration and other affected schools (Ashville Middle, Ashville High, Steele Jr. High School)
When appropriate, contact family of the deceased and inform staff and students about funeral arrangements.
Consider an area on campus to land an emergency helicopter.

Academic Coach

Be available by canceling other activities.
Locate counseling assistance by checking community resources, and system "Crisis Plan."
Provide individual and group counseling.
Coordinate and greet support staff members and then take them to their assigned location.
Contact parents of affected students with suggestions for support and further referrals.
When appropriate, follow the schedule of the deceased and visit classrooms of close friends.
Support the faculty and provide counseling as needed.
Keep records of affected students and provide follow-up services.
Establish a self-referral procedure. Make referral forms available.
Review and distribute open-ended questions to assist teachers with classroom discussion.
When applicable, assign a counselor or responsible adult to follow the deceased student's schedule for the remainder of the day.
Monitor grounds for students leaving the building without permission.
Arrange routine for the masses of parents who will pick up their children early.
Ensure that students who are closest to the victims are picked up by parents at school.
When appropriate, notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
When appropriate, notify feeder school so they can prepare siblings and other students regarding the crisis.

Teacher's Role

Provide accurate information to students, which may dispel rumors.
Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
Answer questions without providing unnecessary details.
Recognize and honor the various religious beliefs that may help the students to cope.
Be understanding and receptive to students' expressions of various emotions.
Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing.
Identify students who need counseling and refer to building support personnel.
Provide activities to reduce trauma, such as artwork, music, and writing.
Alter the curriculum as needed.
Discuss funeral procedures when appropriate.
Know how to get assistance from other professionals should the need arise.

Prioritized Procedures

Fire

- At least one fire drill will be held at Ashville LPA each month that school is in session.
- The fire drill shall require complete evacuation of the main building and portable classrooms.
- The fire alarm will sound to notify occupants in the building that an evacuation is needed. In event of a power failure, a bullhorn will be used.
- A fire drill evacuation plan is posted in all rooms.
- All exit doors will remain unlocked from the inside and clear of obstructions at all times.

Fire Drill Procedure:

1. A DeKalb County fire drill alarm has a series of three short rings.
2. Students will be instructed by teachers to quickly and quietly leave the building in an orderly manner.
3. Teachers will take class roll once students are in a safe area to ensure all are present. Any missing student must be reported to the school's administration at once.
4. The emergency response team will check all areas of the building to ensure all students are in the designated areas.
5. The receptionist and bookkeeper will take the hard copy of the student information sheets to the designated areas.
6. No one will be allowed to re-enter the building or portables until the all-clear signal is given by the administration.

Fire in the Building Procedure:

1. The Ashville Fire Department will be called immediately by office personnel.
2. Students will be evacuated immediately with the use of the fire alarm.
3. The superintendent's office will be notified.
4. Teachers will quickly gather emergency folder.
5. Teachers will supervise all students and exit to designated area.
6. Teachers will call roll to ensure all students are accounted for and alert administration if any student is missing.
7. Teachers will reassure students of their safety and keep them out of harm's way.
8. If a parent, friend, or relative arrives and wants to check out a child, the teacher will refer to the early dismissal form for each student in emergency folder. The form states who is allowed to check the child out in case of emergency. The Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home. Once approved, the person checking out the child will sign the checkout form in the teacher's emergency folder.

Enrichment classes during a fire:

- Students who are in the lunchroom, library, or 2-4 computer lab will be taken by the personnel in charge and evacuated out the back doors to the football field area. Resource personnel will assist in getting kids to their homeroom teacher.
- Students in P.E. will be taken by the P.E. teachers to the playground area and are to be met by the homeroom teacher.

Severe Weather

- In case of potential severe weather, LPA remains in contact with the Emergency Management Agency in our county and passes along information to our school through email, phone calls and fax.
- Severe weather is monitored by our school with television updates and the Internet site accuweather.com.
- All students and faculty are moved inside the main building when possible bad weather is approaching our area.
- A severe weather drill is done periodically throughout the school year and documented.
- Severe weather drills are posted in all areas of the school.
- Severe weather drills will be announced over the intercom system or bullhorn if the power has failed.

Severe Weather Drill-School Building:

1. Severe Weather Bell will ring over intercom.
2. Teachers will get emergency folders and take with them.
3. Students will form a single file line quickly and quieting and leave the classroom in an orderly fashion.
4. Students will assume the severe weather drill position by facing the wall in the designated area and covering their head.
5. Teachers will ensure that all students are accounted for and will report any missing child to the administration.
6. Teachers will remain with their class until the threat of bad weather has passed and the administration has given the all-clear to re-enter the classrooms.
7. If a parent, friend, or relative arrives and wants to check out a child, the teacher will refer to the early dismissal form for each student. This form states who is allowed to check the child out in case of emergency. Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home.

Enrichment classes during a severe weather threat:

- Students who are in the lunchroom, library, or computer labs will be taken by the personnel in charge and evacuated to a secure location. Homeroom teachers must meet students at that location and call roll as soon as possible.
- Students in P.E. will be taken by the P.E. teachers to a secure area near the Samson Center and are to be met by the homeroom teacher as soon as possible.

Bomb Threat

Should a bomb threat be made over the telephone, the individual who answered the call must keep the caller on the line as long as possible and **write down as much information as they can. The exact time, description of the caller's voice, and any details about the actual bomb should be documented.** Once the caller hangs up the receiver, the individual who answered the call should immediately dial ***69** to see if they can retrieve the phone number from which the call was made. Administration should be notified immediately of the call.

Bomb Threat Procedure:

"Sweep In Place"

- After the call has been made, the administration will call 911 to report the incident and then notify the DeKalb County Superintendent's office of the situation.
- Office staff will make sure call tracing method *69 is implemented.
- Administrator will announce **LOCKDOWN YELLOW for SWEEP of Building**.
- Resource Personnel may be asked to assist authorities in sweeping the building for suspicious packages/situation.
- Teachers and students will remain in locked classroom until further instructed.

Bomb Threat "Sweep and Evacuate"

- If Administrator announces "**Sweep and Evacuate"** that means teachers and students will leave according to fire exit plan and go to the large parking lot of the building
- Teachers will gather emergency folders and take it with them.
- Teachers must call roll to ensure all students are accounted for and notify office personnel of any missing student.
- Principal *may* remain with authorities and assist in searching the building if asked to do so.
- In order for a child to be checked out by anyone during a bomb threat, the authorities will first have to give permission. Once permission is granted, refer to the early dismissal form for each student. This form states who is allowed to check the child out in case of emergency. The Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home.

Intruder

Signs are posted at the school entrance requesting that all visitors stop at the front office to receive a visitor's pass. Teachers are asked to monitor hallways as they are moving from area to area and escort anyone without a pass to the office.

Irate person:

- If the irate person is in the office or hallway, the administration will attempt to calm the person or ask them to move outside the building.
- If the irate person refuses to calm down, local police will be called by the office staff to assist administration.
- Should the irate parent enter the building through the middle school or lunchroom and cause a scene in the classroom, the teacher must alert the administration by using emergency call button.

Armed Individual (with or without hostages)

- Teachers will be alerted over the intercom system that our building be placed in **LOCKDOWN RED.**
- Teachers should lock classroom doors and windows (close blinds)**.** If possible, barricade door.
- Move students away from the door and windows so they are not visible to the intruder.
- Make sure all students are accounted for in your classroom. If you have information regarding the perpetrator call 911 with the information. If a child is out of your room (bathroom break,etc.) text the child's name and location to administration (if possible) once help has arrived.
- Teachers and students will remain in this LOCKDOWN RED Mode until an administrator or safety official instructs them otherwise.
- The goal is to remain "tight" until officers arrive.
- Remember there is a Code Word for persons to enter your classroom.
- Police Officers will have control over when parents can pick children up.

Senerio: What if you witness a hostile entering the classroom across from your room and he starts shooting?

You would immediately go into LOCKDOWN RED.
Lock your door, barricade it if possible.
*Press Emergency Office Button for help as you are securing the children, hiding them away from window and doors. Depending on the situation, it might be safer to call on your cell as you have the ability to whisper or use text.
The office will call 911. However, it may be that you have more information on the gunman's activity, and physical description. In this case, keep the police or dispatcher on the line until first responders arrives. This allows you to provide any additional information.
Remain in LOCKDOWN RED until administration or police state that the area is secure.

Shooting/Weapons

Should gunshots be directed toward the school's campus from a moving vehicle or an individual outside the building:

Procedure when outdoors:

- Lie flat on the ground and do not move.
- Remain still until you are positive the perpetrator is gone or you are directed to move.

After the incident, teachers and students must write down all details that can be remembered including:

- Make of vehicle
- Color of vehicle
- Direction in which the vehicle traveled
- Number of persons seen in the vehicle
- Specific characteristics of the people seen in the vehicle such as race, sex, and approximate age
- License number of the vehicle

Chemical/Hazardous Waste Spill

Procedure:

- The principal will announce that teachers are to take students to the area in the hallway for severe weather drill.
- Teachers will be instructed to turn off all air conditioners or heaters and close all vents.
- Teachers will shut classroom doors
- The janitor will be instructed to close off all main vents, air, etc.
- Any students and personnel on the playground or in portables will be brought inside the main building.
- All entrance doors and windows will be closed immediately.
- Authorities and the SCCBOE Superintendent will be notified.

Fighting or Riots

Procedure for stopping a fight:

- If the fight begins inside the classroom and the teacher needs assistance, she will use emergency call button.
- Personnel will be speak loudly and let the participants know that the behavior should stop immediately.
- Other teachers should assist if they hear or see an incident occurring.
- If students began to gather at the scene, personnel should specifically call the names of students they see and demand that they step away.
- Teachers should yell for help if they the fight persists and especially if weapons are involved.
- Once students are separated, teachers should not use further confrontational behavior by making accusations toward those who were fighting.
- Students should be removed from the area and taken as quickly as possible to the office.
- Students should be given an opportunity to cool down in a calm setting.

Procedure for handling a riot:

- All personnel are encouraged to be sensitive to the emotional climate of the campus and attempt to diffuse any possible eruption of problems.
- In the event of a riot inside the building, the fire evacuation plan will be followed to remove students from the building. Students will remain outside until the principal directs them that it is safe to return.
- In the event of a riot outside of the building, the lockdown procedures will be put into place to keep students safe from harm.
- Law enforcement will be notified of the disturbance and meet with the principal at a predetermined site for information.
- Office staff will notify the SCCBOE Superintendent.

Lost/Runaway Students

If it is suspected that a child is lost or has runaway from school, the following procedures will be followed:

- The teacher should notify the administration immediately of the situation.
- Administration will determine if the student came to school for any part of the day by checking with the bus driver, through attendance records, and by checking the sign out sheet.
- Office personnel will make an all-call on the intercom for the child while administration is checking records.
- A designee will be assigned to check all areas of the school such as restrooms, gymnasium, library, computer labs, etc.
- Security camera film will be used if teacher verifies that the student was on campus.
- An attempt to notify parents or guardians will be made if the child is not found on campus.
- Appropriate law enforcement will be notified of the situation.
- A follow-up conference will be conducted the following day with parents.
- Appropriate disciplinary action will be taken according to due process if necessary.

Explosion

If sudden damage to the school's structure occurs, the following steps should be followed:

- Administration should be notified.
- If conditions pose a threat to students or personnel, occupants must be evacuated from the affected portion of the building.
- Administration will contact necessary assistance: police, fire department, paramedics, etc.
- The superintendent will be contacted in order to make a decision about closing the school.

REMOTE EVACUATION and FAMILY REUNIFICATION

This type of evacuation is used for any situation in which students and staff need to be moved to a remote site for reunification with family members. Samson Fitness Center is the remote evacuation site.

- The Principal will decide if remote evacuation plan is to be activated. Central Office will notify bus transportation.
- Principal will announce that we evacuate to _____ remote evacuation site.
- Principal will request that law enforcement officials dispatch uniformed personnel if necessary.
- Principal or designee will notify Crisis Team Members.
- Administration will make an announcement by Email, and other practical means to notify families.

Hostage/Kidnapping

If a hostage situation occurs, the following procedures will be followed:

- The school will be placed in Lockdown Red Mode.
- All personnel should remain calm.
- Any instructions given by the person holding the hostage will be followed to ensure the safety of the victim.
- All personnel should be cooperative.
- The captor should be informed of medical needs of the hostage if there are any.
- The situation should not be resolved using any type of force.
- All personnel involved should be observant and try to remember everything that is done or heard.

Administration will be responsible for the following:

- Law enforcement should be notified immediately.
- The principal will notify DeKalb County and the Governing Board Chair

- Keep everyone as calm as possible.
- Administrators will attempt to communicate calmly with the individuals for demands until law enforcement arrives.
- Turn the situation and any details that have been document over to authorities.

If a kidnapping takes place on school property:

- Administration should be notified immediately.
- Police and parents/guardians will be notified.
- Witnesses will provide any information that can be remembered, including a description of the abductor, the car, license number, etc.

Sexual Assault/Neglect

- Reporting of any form of sexual assault or neglect is mandatory.
- Any suspected or known student neglect, physical abuse, or sexual abuse must be reported to administration

Any school personnel reporting suspected assault or neglect of a child in good faith is provided with civil and criminal immunity.

Appendix 8

School And Community Support

Leadership Preparatory Academy

Charter Renewal Parent Engagement

List of Meetings

LPA engaged parents in several discussions related to the charter school that include but was not limited to the following: curriculum design, governance, school advisory council, marketing and enrollment, and facilities. The following is a list of parents meetings held over the petition renewal application development period:

- February 25, 2014
- February 26, 2014
- March 5, 2014
- March 12, 2014
- March 15, 2014
- March 18, 2014
- March 19, 2014
- March 26, 2014
- April 16, 2014
- April 21, 2014
- May 2, 2014
- May 5, 2014
- June 6, 2014
- June 19, 2014
- June 25, 2014
- August 6, 2014

Following is a sample of sign-in sheets for meetings; parent support letters; and the parent [signature] support petition.

CHARTER RENEWAL PARENT MEETING **LEADERSHIP PREP** **SIGN-IN SHEET – FEB. 25, 2014**

Committee Sign-up Options *(enter committee code in committee preference column)*

- **Teaching and Learning (T&L)**
- **Partnership Development (PD)**
- **Marketing and Enrollment (M&E)**
- **Operations and Governance (O&G)**
- **Facilities (F)**

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Mishga Grady	mishagg@hotmail.com	(404) 319-9713	

CHARTER RENEWAL PARENT MEETING **LEADERSHIP PREP** **SIGN-IN SHEET – FEB. 25, 2014**

Committee Sign-up Options *(enter committee code in committee preference column)*

- **Teaching and Learning (T&L)**
- **Partnership Development (PD)**
- **Marketing and Enrollment (M&E)**
- **Operations and Governance (O&G)**
- **Facilities (F)**

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Johnny Holmes	Jh533e@yahoo.com	770-849-2607	
Montaeya Dixon	montaeyad@gmail.com	678-542-2479	

CHARTER RENEWAL PARENT MEETING **LEADERSHIP PREP** **SIGN-IN SHEET – FEB. 25, 2014**

Committee Sign-up Options (*enter committee code in committee preference column*)

- **Teaching and Learning (T&L)**
- **Partnership Development (PD)**
- **Marketing and Enrollment (M&E)**
- **Operations and Governance (O&G)**
- **Facilities (F)**

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KEETA CAMPBELL	ISLANDGIRL53@AOL	404 991 0142	
MARKESHA CROSSMAN			
Nekka DEWBERRY	pdewberry95@yahoo	(4)747-6428	
Sheana McNeal	sheana92738444@att.net	678-949-0065	
Billy Thomas	billy.thomas@bellsouth.net	404-661-2143	
Carmelo Woody	Carmelo.woody@yahoo.com	404-437-0284	Facility Committee
Georgina Woody	georginawoody04@yahoo.com	678.595.0086	Facility Committee

CHARTER RENEWAL PARENT MEETING **LEADERSHIP PREP** **SIGN-IN SHEET – FEB. 25, 2014**

Committee Sign-up Options *(enter committee code in committee preference column)*

- **Teaching and Learning (T&L)**
- **Partnership Development (PD)**
- **Marketing and Enrollment (M&E)**
- **Operations and Governance (O&G)**
- **Facilities (F)**

NAME	EMAIL	TELEPHONE	COMMITTEE PREFERENCE
Leisa Paul	leisapaul827@gmail.com	6789861161	marketing & Enrollment
Melanie Johnson	MJohnson2@yahoo.com	4127532229	(M+E) (PD)
Patricia Richards	petpat23@hotmail.com	678.516.5328	Facilities
TORRESSA Smith	Torressant@hotmail.com	404-402-0429	operations & Governance
Kesha McCartha	mccrtha@bellsouth.net	(404) 939-3279	
LaTaya Hipston	lalahipston@gmail.com	(404) 453-4900	operations and Governance /M&E
Silvia Arau	f-arau@yahoo	510-325-2692	Operations & Governance
Jasmine Miller	Millerjasmine23@gmail.com	4-408-9633	Operations - Partnership
Mechelle Fears	hearline1@yahoo.com	678 48 66 76	
Samantha Farley-Thompson	samantha4929@yahoo.com	678-472-1670	
Victoria Jackson	Kehavi.mom@yahoo.com	404-643 4110	operations
MarkeshaCrossman	markesha.e.crossman@gmail.com	6782773914	
Shira Burns	sburns@csdecatur.net	678.525.9607	
Paula Petty	MsPPetty@yahoo.com	4042186190	

FEB. 26, 2014

Samantha Farley-Thompson samanthaft929@yahoo.com 678-472-6570

Markesha Crossman markesha.e.crossman@gmail.com 6788072914

Felicia Breedlove fmblessed@yahoo.com 404-245-2104

Souderpamela31@gmail.com -404-781-7941
Pam

Sirron1000@gmail.com - 678-670-2742
Ron

bnelsonfamily@bellsouth.net - 4044668-4988
Linda

Veronica Perry vperry2001@gmail.com (770) 289.4746

Kenyetta Thomas - eatfromtheearth@gmail.com 404-819-1238

Simone Notice Simtyler1@yahoo.com 917-650-5871

Shira Burns mrsshiraburns@gmail.com sburns@csdecatur.net 678.525.9607

Mechelle Fears heardme1@yahoo.com (404) 202-1071

William Bailey IAMWILLB@GMAIL.COM (773) 572-8190

Dr. Merrill White suportsys@aol.com 917-755-8794

Tiffany Saddler Tiffy819@aol.com 404-580-4682

Keeta Campbell => ISLANDGYRL53@AOL.com => 404-991-0142

Jasmine Miller Millerjasmine23@gmail.com -> 404-408-9633

LaToya Hinton : lalahinton@gmail.com -> 404 453 4900

Derek Pride d.pride@comcast.net (404) 992-1744

March 5, 2014

Tiffany Saddler	[illegible]@aol.com	404-580-4682
Felicia Breedlove	fmblessed@yahoo.com	404-245-210[illegible]
Valarie Spradling	vsprad@gmail.com	404-542-8990
Veronica Perry	vperry2001@gmail.com	(770)289-4746
Pamela Souder	souderpamela31@gmail.com	4047817941
Dr. Merrill White	suportsys@aol.com	917-255-0794
Kenyetta Thomas	entfromtheearth@gmail.com	404-819-123[illegible]

Parent Communication Committee - March 12, 2014

Valarie Spradling	vsprad@gmail.com
Jasmine Miller	Millerjasmine23@gmail.com
Pamela Souder	souderpamela31@gmail.com
Dr. Merrill White	Supportsyscaal.com
Veronica Perry	vperry2001@gmail.com
Felicia Breedlove	fmblessed@yahoo.com

Leadership Preparatory Academy

Strategic Planning Session

March 15, 2014

Print Name	Signature
Tonya Williams	
Leah McLeod	
B. T. Gutter-Parker	
BETTYE RAY	

March 19, 2014

Tameaka Scott
tameakascott@gmail.com
K5 + 2nd grade

Melanie Johnson
MJohnson2ϕ@yahoo.com
6th Grade

Valarie Spradling 4th + 7th
vsprad@gmail.com
404-542-8990

Pam Souder
Souderpamela31@gmail.com
404-781-7941

Dr. Merrill White
suport sys@aol.com
770-484-4853

William Bailey
IAMWILLBC@GMAIL.com
(770) 572-8190

CHARTER RENEWAL PARENT MEETING **LEADERSHIP PREP** **SIGN-IN SHEET – March 18, 2014**

Committee Sign-up Options (*enter committee code in committee preference column*)

- **Teaching and Learning (T&L)**
- **Partnership Development (PD)**
- **Marketing and Enrollment (M&E)**
- **Operations and Governance (O&G)**
- **Facilities (F)**

NAME	EMAIL	TELEPHONE	COMMITTEE PREFERENCE
Dr. Merrill White	suportsys@aol.com	770-484-4853	Teaching & Learning *Charter Sch. Info.
Mrs. Darlene Boles	darlene_s.boles@fc.dekalb.k12.ga.us	darleneboles@comcast.net 770-309-7781	Teaching & Learning

IRVING & ASSOCIATES
CHARACTER EDUCATION SERVICES, INC.

October 14, 2014

Marilyn M. Irving,
Chief Executive Officer

Evelyn M. I. Hunter
Secretary

Dr. Tonya Williams, Chief Academic Officer
Leadership Preparatory Academy
6400 Woodrow Road
Lithonia, GA 39958

Dear Dr. Williams:

Irving and Associates Character Educational Services (IACES), Inc. non-profit (501) 3 c organization is committed to partnering with Leadership Preparatory Academy (LPA) to provide professional development to teachers and students to promote good character traits based upon selected themes from the "Fat Albert and the Cosby Kids' popular animated series. Leadership Preparatory Academy (LPA) can utilize and apply the character building and STEM lessons to enhance their vision and mission as well as to demonstrate that all youth can learn and achieve.

IACES will work cooperatively with LPA contact persons to conduct all other official business related to any other aspects of the Cosby Kids' program. IACES was created and established with permission from Bill Cosby to used segments from "Fat Albert and the Cosby Kids videos to discuss real life experiences related to building good character traits.

Sincerely,

Marilyn M. Irving

Marilyn M. Irving, Ed.D
Chief Executive Officer

7809 Vanity Fair Drive
Greenbelt, MD 20770
cosbykidscharactered@gmail.com
www.teachcosby.com
1-844-223-5637

October 14, 2014

Dr. Tonya Mahone Williams
Academic Officer
Leadership Preparatory Academy
6400 Woodrow Road
Lithonia, Georgia 30083

Dear Dr. Mahone Williams,

I am thrilled to be able to partner with the Leadership Preparatory Academy (LPA) as we work to further develop the Leadership Strand of your Charter School students. As you know, Infinity Global Connections works diligently with various schools and students in Africa particularly in Liberia, South Africa and Ghana. We pride ourselves in connecting local young people who wish to look for service project opportunities that help empower themselves and global communities.

We look forward to beginning our project with you and your team.

Best regards,

Adrienne Johnson

Dr. Adrienne Booth Johnson
CEO
Infinity Global Connections
P.O. Box 1855
Fayetteville, Ga. 30214
www.infinityglobalconnections.com
(404) 769-3457

Fresh Treats

September 15, 2014

Leadership Preparatory Academy
Attn: Dr. Williams, Chief Academic Officer
6400 Woodrow Road
Lithonia, GA 3058

Dear Dr. Williams,

We are pleased to partner with you to support the School Council and Beta Club programs at LPA. Through our mutually agreed partnership we will help sponsor the end of year luncheon for these programs. Please feel free to contact us throughout the year so that we may be able to determine what other clubs and organizations we may be able to assist you with.

We believe in the leadership studies program that exists at your school and we are proud to be able to assist Leadership Preparatory Academy with the development of its students. Thank you and your team for all of your hard work.

Your friends,

Norman Trawick
Fresh Treats, LLC

4132 Brittany Park
Ellenwood, GA 30294
404.299.9456 – www. freshtreatsllc.com

Leadership Preparatory Academy PTO
6400 Woodrow Road
Lithonia Ga 30038

We, the Parent Teacher Organization of Leadership Preparatory Academy, support the Mission and Goals of the administration and staff of Leadership Preparatory Academy. Therefore, we are in full support of the Charter Renewal for Leadership Preparatory Academy.

Sincerely,

Felicia Breedlove

Felicia Breedlove
Vice President, LPA PTO

October 22, 2014

To Whom it may concern:

Re: Letter in Support of
Leadership Preparatory Academy
6400 Woodrow Rd,
Lithonia, GA 30038

Dear Gentlemen and Ladies:

I am writing this letter in support of the Leadership Preparatory Academy (LPA). I have been working with them for the last two or three years to identify and evaluate facilities options to meet their growing needs.

As architect of the facility they now rent, my firm, Sizemore Group, has modified the existing classroom facilities to meet the school's needs as they grew and expanded. I have also assisted the school leadership in locating and evaluating alternative sites in the area. As one of the planners of the Stonecrest area Livable Centers Initiative, I was able to identify several pieces of property which were appropriate to serve as a charter school site, and to provide real estate agent contacts for companies that represent those land owners in the area. I have assisted with the evaluation of the sports facility which the school uses for Physical Education and the possible site adjacent to it for a possible school site.

I have assisted LPA by providing facilities financing, and real estate agent contacts that specialize in Charter facilities. I have worked with them to evaluate their potential facility needs, construction costs, project costs and financial carrying costs. I look forward to continuing to work together with LPA to reduce their facilities costs, expand the age range of the students they serve, and to get them into a building which is a more secure, and designed specifically for their use.

For the Team,
Sizemore Group



Thomas M Sayre, AIA
Managing Principal,

Cc: File

October 23, 2014

To Whom It May Concern:

Re: Letter in Support of
Leadership Preparatory Academy of DeKalb
6400 Woodrow Rd,
Lithonia, GA 30038

Dear Sir and Madam:

I am writing this letter in support of the Leadership Preparatory Academy (LPA). I have been working with them for the last year to instill values, inspire our youth, and be the stepping stone to their success.

R.U.T.H. 4 Kids Foundation, is a mentoring program will have the pleasure of working with middle school age girls over the course of an 8 month period through our extensive leadership development and character building initiatives. We will focus on self-esteem, etiquette, leadership development, social awareness and community service involvement. By focusing on these topics, we hope to develop networking skills, breakdown previous barriers, and create an environment that makes them feel a part of something greater than themselves while strengthening and enriching their existing foundation. We believe that this experience will foster inclusion, build a sense of belonging and self-confidence, develop critical thinking skills and form a tight knit group while enabling them to SOAR and become healthy, strong, confident women of self-worth.

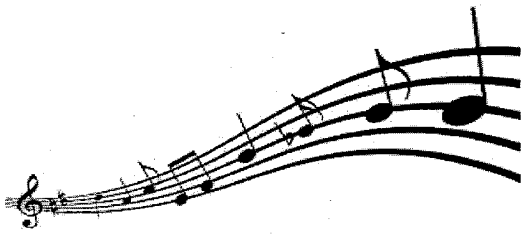
We partnered with LPA to put on Our Rockin' Out for Puberty (ROP) health and education youth forum that raises awareness about the impact of low self-esteem, teenage pregnancy, disrespectful behavior, gang involvement and violence, drug and alcohol abuse, teen obesity and a lack of interest in academic studies. We provided a forum that engaged over 100 girls and boys (ages 8-16) in discussions on topics like peer pressure, positive lifestyle choices, reproductive health, and financial literacy, while encouraging them to "bring their "A" game" to everything they do.

Our mission falls in line with that of Leadership Preparatory Academy as we committed to provide forums that will educate, enrich and enhance the lives of youth girls both academically and socially through our mentoring relationships one brick at a time. I look forward to continuing to work together with LPA to enrich, educate, and enlighten our future and get ahead of some of the real societal issues that continue to plague them like teenage pregnancy, dropping out of high school, and drug abuse; just to name a few.

Doing well by doing good,

Philana Swann,
R.U.T.H. 4 Kids Founder

PO Box 521 | Lithonia, GA 30058 | 404.285.5071



BARKLEY AND ASSOCIATES
3659 SHEBA DRIVE
ELLENWOOD, GA 30294

SEPTEMBER 15, 2014

LEADERSHIP PREPARATORY ACADEMY
6400 WOODROW ROAD
LITHONIA, GA 30083

DEAR GOVERNANCE BOARD,

THIS LETTER CONFIRMS OUR SUPPORT OF THE INAUGURAL HONORS CHORUS AT LEADERSHIP PREPARATORY ACADEMY. WE ARE COMMITTED TO THE VISION AND MISSION OF LPA. FURTHERMORE, WE KNOW THAT MUSIC IS TO THE BRAIN AS PHYSICAL EXERCISE IS TO THE BODY.

THE LPA HONORS CHORUS IS COMPRISED OF A TALENTED YOUNG VOICES WHO WILL PERFORM AROUND THE METRO ATLANTA AREA. BARKLEY AND ASSOCIATES WILL PROVIDE A CHOIR DIRECTOR TO WORK WITH THE HONORS CHORUS AFTER SCHOOL AND PLAN FOR THE SHOWCASE EVENTS THROUGHOUT THE YEAR.

WE LOOK FORWARD TO THIS EXCITING PARTNERSHIP WITH LPA AS WE CONTINUE PROVIDING THE WORLD WITH THE GIFT OF SONG.

SINCERELY,

JAMES BARKLEY

Leadership Preparatory Academy

Charter Renewal Petition

We, the undersigned parents and supporters of Leadership Preparatory Academy, support the renewal of this innovative charter school for its renewal cycle. We respectfully ask for this school to continue to provide academic excellence through its Leadership Curriculum and its focus on STEM. Thank you.

Keeta Campbell.	Jacqueline Jones
	Kendra Wade
	Samantha Foley-Rogers
	Selwyn McBean
Alexa Anthony	Tamus McBean
Melissa Carter	Deslyn Adams
	Simone Nentenbar
Cynthia Fuller	
Damayra Benfield	
Shemeka Williamston	
Le'Shonn Mullen	
Brittney Taylor	

Leadership Preparatory Academy

Charter Renewal Petition

We, the undersigned parents and supporters of Leadership Preparatory Academy, support the renewal of this innovative charter school for its renewal cycle. We respectfully ask for this school to continue to provide academic excellence through its Leadership Curriculum and its focus on STEM. Thank you.

June Bynoe	
Mekonen Ghebremeskel.	
K. Burley	
V. Calloway	
Don Chisholm	
Hang Hefle	
Will Dill	
Brenda Taylor	
Robert J. Taylor	

Leadership Preparatory Academy

Charter Renewal Petition

We, the undersigned parents and supporters of Leadership Preparatory Academy, support the renewal of this innovative charter school for its renewal cycle. We respectfully ask for this school to continue to provide academic excellence through its Leadership Curriculum and its focus on STEM. Thank you.

June Bynoe	Meeana Burley
Mekonen Ghebremeskel.	Ellen Williams
M. Burley	Carlos Lopez
V. Calloway	Elizabeth H Nelson
Don Chisholm	Delelne Henry
Tiffany Hyde	Layla Grady
Willie Dill	Kimpbell.
Brenda Taylor	AVRIL KENNEDY
Robert J. Taylor	Christopher Gee
	Oscar L. Thomas
Sydney Riley	Demetria L. Thomas
Asha Tillman	
Nicole Parker	
Aryeshya Woody	
Kim Reddy	
Dale Wilson	
Tawanna Kelley	
Jenna Smith	

Leadership Preparatory Academy

Charter Renewal Petition

We, the undersigned parents and supporters of Leadership Preparatory Academy, support the renewal of this innovative charter school for its renewal cycle. We respectfully ask for this school to continue to provide academic excellence through its Leadership Curriculum and its focus on STEM. Thank you.

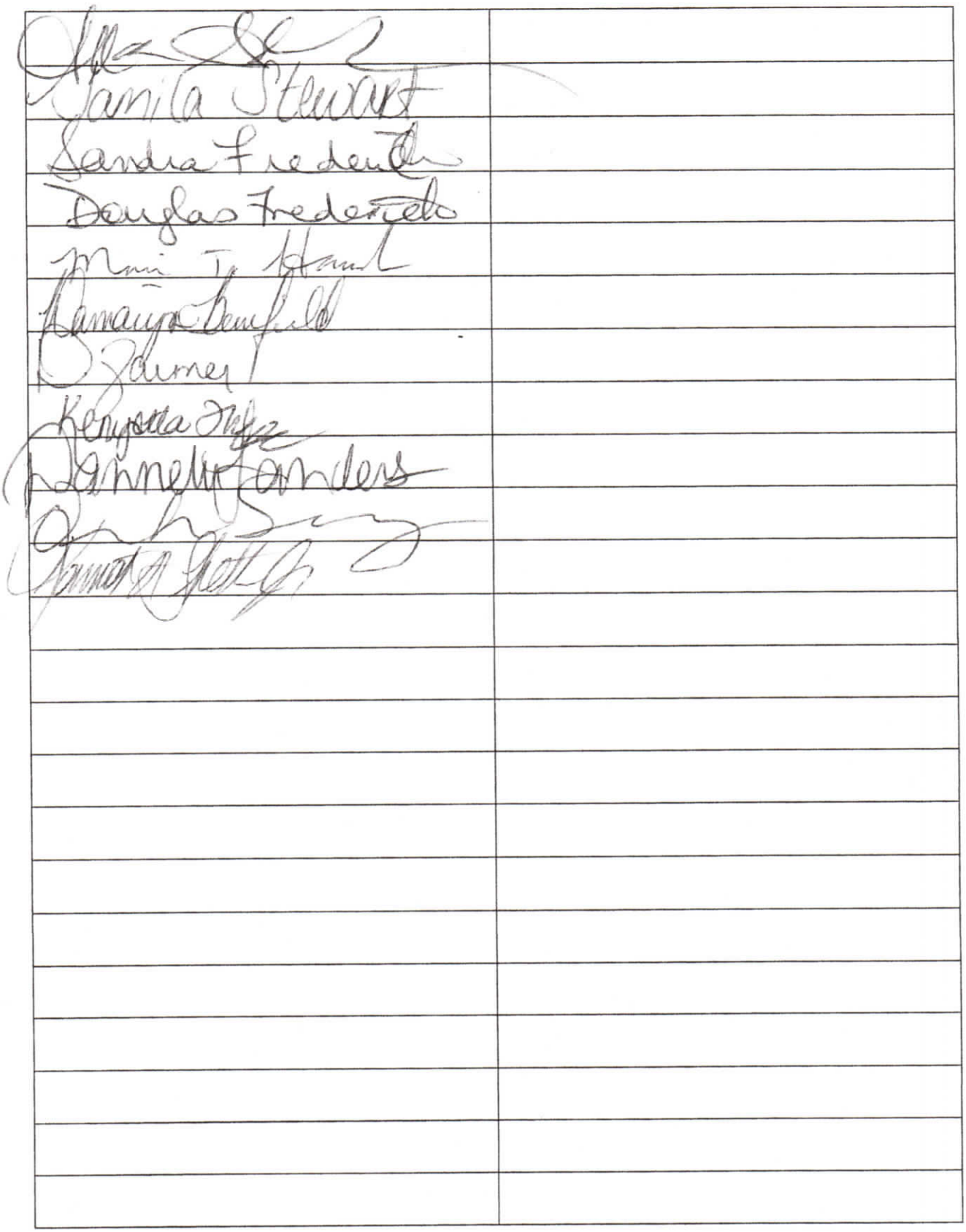
Vincent Gamble	
Nikki Miller	
	Mae Newsome
	Joycelyn Thomas
Barbara Flagg	Ernestine Phelps
Samantha Burton	
Paula Perry	Shernika Scott
	Pamela Souder
L. Miller	Ronald Souder
	Lesmond Folkes
	Sharon Folkes
	TIMOTHY WALKER
Cynthia Fuller	

Leadership Preparatory Academy

Charter Renewal Petition

We, the undersigned parents and supporters of Leadership Preparatory Academy, support the renewal of this innovative charter school for its renewal cycle. We respectfully ask for this school to continue to provide academic excellence through its Leadership Curriculum and its focus on STEM. Thank you.

Keeta Campbell.	Jacqueline Jones
	Kendra Wade
	Samantha Foley-Thompson
	Selwyn McBean
Alexia Anthony	Tamus McBean
	Deslyn Adams
	Simone Nantambu
Cynthia Fuller	
Dandaya Benfield	Donald Gray.
Shemeka Williamston	
	Ashanti Chisholm
	Chaka allen
	Keith Hilton



Appendix 9

Appendix 9A&B- School Operating Budget and Cash Flow Projections

Appendix 9C- CFO Resume

Appendix 9A&B

School Operating Budget and Cash Flow Projections

5 YEAR BUDGET PROJECTION

School Name:	FY2014		FY2015		FY2016		FY2017		FY2018		FY2019		
	Current Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
ASSUMPTIONS													Notes
Number of Students	521		620		680		720		720		720		
Facility Square Footage	40421		40421		40421		40421		40421		40421		
Number of Full Time Employees	41		47		47		47		47		47		
Full Time Employees (eligible for benefits)	41		47		47		47		47		47		
Number of Administrators	2		3		3		3		3		3		
Number of Teachers	31		34		34		36		36		36		
Number of Other Instructional Staff	3		3		3		3		3		3		
Number of Clerical Staff	0		1		1		1		1		1		
Number of Maintenance Staff	0		0		0		0		0		0		
Number of Food Service Staff	0		1		1		1		1		1		
Student Teacher Ratio	17		18		20		20		20		20		
Revenue Per Pupil (State and/or Local)	7,655.93		$ 7,636.06		$ 7,636.06		$ 7,636.06		$7,636		$7,636		Based on FY15 Dekalb published July 2014 FTE Calculation
Average Teacher Salary	$35,577		40,195.32		$40,999		$41,819		$42,656		$43,509		Based on FY15 DOE salary schedule with 2% increase per year
REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	$3,988,741	97.9%	$4,734,355	97.7%	$5,192,519	97.3%	$5,497,961	97.1%	$5,497,961	96.8%	$5,497,961	96.5%	Based on FY15 Dekalb published July 2014 FTE Calculation
3% District Administrative Fee (Explain any changes in notes)	($119,662)	-2.9%	($142,031)	-2.9%	($155,776)	-2.9%	($164,939)	-2.9%	($164,939)	-2.9%	($164,939)	-2.9%	
Meal Fees	$205,300	5.0%	$251,100	5.2%	$298,146	5.6%	$331,668	5.9%	$347,652	6.1%	$363,636	6.4%	Based on $3/FTE/Day with 71% student participation at 185 school days.
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Revenues	**$4,074,379**		**$4,843,425**		**$5,334,889**		**$5,664,690**		**$5,680,674**		**$5,696,658**		
EXPENSES													
PERSONNEL													
Principal	$ 138,000.00	4.9%	$249,000	6.6%	$253,980	6.6%	$259,060	6.5%	$264,241	6.5%	$269,526	6.5%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Social Services (Social Worker/Counselor/Nurse)	$ 65,000.00	2.3%	$65,000	1.7%	$66,300	1.7%	$67,626	1.7%	$68,979	1.7%	$70,358	1.7%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Technology Support	$ -	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No on staff tech support, see service and supplies
Teachers	$1,102,899	39.3%	$1,366,641	36.0%	$1,393,974	36.4%	$1,505,492	37.6%	$1,535,602	37.8%	$1,566,314	38.0%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Arts/PE/Comp Sci	$ 131,244.00	4.7%	$131,244	3.5%	$133,869	3.5%	$136,546	3.4%	$139,277	3.4%	$142,063	3.5%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Athletics/Extracurricular Coaches	$ -	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Do not have athletic programs, see budget for PE teachers
Guidance Counselor	$ -	0.0%	$40,000	1.1%	$40,800	1.1%	$41,616	1.0%	$42,448	1.0%	$43,297	1.1%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Special Education Teacher	$ 31,337.00	1.1%	$31,337	0.8%	$31,964	0.8%	$32,603	0.8%	$33,255	0.8%	$33,920	0.8%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Office Manager	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	This scopes are included within business manager role
Office Assistant	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	The scopes are included in bookkeeper position
Business manager	$0	0.0%	$35,000	0.9%	$35,700	0.9%	$36,414	0.9%	$37,142	0.9%	$37,885	0.9%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Maintenance	$ -	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Building maintenace are included in our rent payment
Food Service	$ -	0.0%	$26,000	0.7%	$26,520	0.7%	$27,050	0.7%	$27,591	0.7%	$28,143	0.7%	Cost will be paid by cafterial program. Income not included in projection
Retirement Benefits	$ 177,758.00	6.3%	$255,665	6.7%	$266,767	7.0%	$ 283,637.90	7.1%	$289,311	7.1%	$295,097	7.2%	Based on contract and DOE FY 15 Salary schedule with 2% increase per y
Health Benefits	$205,195	7.3%	$520,423	13.7%	$520,423	13.6%	$ 537,531.05	13.4%	$ 537,531.05	13.2%	$ 537,531.05	13.1%	Based on SNBP rate published FY 2014
FICA	$ 9,073.50	0.3%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Based on FY 14 non-certification staffs
Other Payroll Expenses/Taxes	$91,898	3.3%	$142,900	3.8%	$142,900	3.7%	$ 146,598.46	3.7%	$ 146,598.46	3.6%	$ 146,598.46	3.6%	Based on ER tax withhold cost
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	**$1,952,404**	**69.5%**	**$2,863,211**	**75.5%**	**$2,913,197**	**76.0%**	**$3,074,174**	**76.8%**	**$3,121,975**	**76.9%**	**$3,170,732**	**77.0%**	
INSTRUCTION													
Textbooks	$51,287	1.8%	$66,674	1.8%	$66,674	1.7%	$66,674	1.7%	$66,674	1.6%	$66,674	1.6%	Based on FY 14 cost at 504 FTE with 30% FTE projected increase
Classroom Supplies	$19,224	0.7%	$24,030	0.6%	$25,937	0.7%	$27,462	0.7%	$27,462	0.7%	$27,462	0.7%	Based on average charter school per pupil cost
Computers	$6,085	0.2%	$15,000	0.4%	$15,000	0.4%	$15,000	0.4%	$15,000	0.4%	$15,000	0.4%	Based on FY 14 cost and FY 15 growth
Software	$500	0.0%	$550	0.0%	$605	0.0%	$666	0.0%	$732	0.0%	$805	0.0%	Based on FY 14 cost with 10% projected increase per year
Field Trips	$15,797	0.6%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Field trip expense offset with any field trip income, no budget
Instructional Equipment	$23,423	0.8%	$23,423	0.6%	$23,891	0.6%	$24,369	0.6%	$24,857	0.6%	$25,354	0.6%	Based on FY 14 cost with 2% projected increase per year
Library and Media Center	$0	0.0%	$1,260	0.0%	$1,360	0.0%	$1,440	0.0%	$1,440	0.0%	$1,440	0.0%	Estimated $2/pupil
Student Assessment	$3,300	0.1%	$4,125	0.1%	$4,452	0.1%	$4,714	0.1%	$4,714	0.1%	$4,714	0.1%	Based on FY14 cost for per pupil cost
Classroom Furniture	$0	0.0%	$20,000	0.5%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Estimated purchase additional furniture for growth in FY 15
PE Equipment	$0	0.0%	$1,500	0.0%	$1,530	0.0%	$1,561	0.0%	$1,592	0.0%	$1,624	0.0%	Based on charter school average with 2% increase/yr
Art Supplies	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No budget
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Instruction	**$119,616**	**4.3%**	**$156,561**	**4.1%**	**$139,449**	**3.6%**	**$141,886**	**3.5%**	**$142,471**	**3.5%**	**$143,073**	**3.5%**	
SERVICES & SUPPLIES													

Student Uniforms	$5,001	0.2%	$6,251	0.2%	$6,747	0.2%	$7,144	0.2%	$7,144	0.2%	$7,144	0.2%	Based on FY14 cost for per pupil cost
Athletic Program	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No budget
Office Supplies	$6,949	0.2%	$7,088	0.2%	$7,230	0.2%	$7,375	0.2%	$7,522	0.2%	$7,673	0.2%	Based on FY 14 cost with 2% projected increase per year
Office Furniture	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No budget
Office Computers & Software	$0	0.0%	$1,000	0.0%	$1,020	0.0%	$1,040	0.0%	$1,061	0.0%	$1,082	0.0%	Based on average operation cost with 2% increase/yr
Printing and Copy Services	$19,228	0.7%	$19,613	0.5%	$20,005	0.5%	$20,405	0.5%	$20,813	0.5%	$21,230	0.5%	Based on FY 14 cost with 2% projected increase per year
Postage and Shipping	$1,117	0.0%	$1,140	0.0%	$1,162	0.0%	$1,186	0.0%	$1,209	0.0%	$1,234	0.0%	Based on FY 14 cost with 2% projected increase per year
Bookkeeping	$26,942	1.0%	$47,000	1.2%	$47,000	1.2%	$47,000	1.2%	$47,000	1.2%	$47,000	1.1%	Based on contracted bookkeeping service and CFO consulting services
Audit	$12,500	0.4%	$6,500	0.2%	$6,500	0.2%	$6,500	0.2%	$6,500	0.2%	$6,500	0.2%	Based on average charter school audit cost
Payroll Services	$10,516	0.4%	$12,200	0.3%	$12,200	0.3%	$12,200	0.3%	$12,200	0.3%	$12,200	0.3%	Based on FY14 cost includes cost for Biometric quote
Banking Fees	$5,477	0.2%	$200	0.0%	$200	0.0%	$200	0.0%	$200	0.0%	$200	0.0%	Based on average banking fee cost
Legal Services	$6,520	0.2%	$5,000	0.1%	$5,000	0.1%	$5,000	0.1%	$5,000	0.1%	$5,000	0.1%	Based on average legal cost
Liability & Property Insurance	$36,144	1.3%	$36,866	1.0%	$37,604	1.0%	$38,356	1.0%	$39,123	1.0%	$39,905	1.0%	Based on FY 14 cost with 2% projected increase per year
Staff Development	$1,937	0.1%	$1,976	0.1%	$2,016	0.1%	$2,056	0.1%	$2,097	0.1%	$2,139	0.1%	Based on FY 14 cost with 2% projected increase per year. Project to utilize profe
Special Education	$7,000	0.2%	$7,140	0.2%	$7,283	0.2%	$7,428	0.2%	$7,577	0.2%	$7,729	0.2%	Based on site evaluation cost
Health Services	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Included in salary and benefits
Staff Recruitment	$15	0.0%	$15	0.0%	$16	0.0%	$16	0.0%	$16	0.0%	$17	0.0%	Based on FY 14 cost with 2% projected increase per year
Student Recruitment	$722	0.0%	$736	0.0%	$751	0.0%	$766	0.0%	$782	0.0%	$797	0.0%	Based on FY 14 cost with 2% projected increase per year
Tech Support	$52,800	1.9%	$53,856	1.4%	$54,933	1.4%	$56,032	1.4%	$57,152	1.4%	$58,295	1.4%	Based on FY 14 cost and tech consultant contracts, also included 2% increase pe
Phone/Internet Service	$16,302	0.6%	$12,000	0.3%	$12,240	0.3%	$12,485	0.3%	$12,734	0.3%	$12,989	0.3%	Based on FY 14 cost with 2% projected increase per year
Food Service	$103,907	3.7%	$129,883	3.4%	$132,481	3.5%	$135,131	3.4%	$137,833	3.4%	$140,590	3.4%	Based on FY 14 cosr for per pupil, estimated after FY 15 with 2% increase per ye
Transportation	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No budget
Health Supplies	$1,600	0.1%	$300	0.0%	$306	0.0%	$312	0.0%	$318	0.0%	$325	0.0%	One time cost with $300 supplies and 2% increase per year
Pest Control	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No budget, landlord provide such service
Janitorial Supplies & Services	$82,354	2.9%	$84,001	2.2%	$85,681	2.2%	$87,394	2.2%	$89,142	2.2%	$90,925	2.2%	Based on FY 14 cost with 2% projected increase per year
Waste Disposal	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Included in rent
Marketing	$379	0.0%	$387	0.0%	$394	0.0%	$402	0.0%	$410	0.0%	$419	0.0%	Based on FY 14 cost with 2% projected increase per year
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Services & Supplies	**$397,411**	**14.1%**	**$433,153**	**11.4%**	**$440,769**	**11.5%**	**$448,428**	**11.2%**	**$455,836**	**11.2%**	**$463,392**	**11.3%**	
FACILITIES													
Rent/Lease/Mortgage	$331,031	11.8%	$331,031	8.7%	$331,031	8.6%	$331,031	8.3%	$331,031	8.2%	$331,031	8.0%	Based on rental agreement renewal, includes gym & facilities
Grounds Maintenance	$1,185	0.0%	$1,209	0.0%	$1,233	0.0%	$1,209	0.0%	$1,209	0.0%	$1,209	0.0%	Based on FY 14 cost with 2% projected increase per year
Maintenance & Repair	$7,135	0.3%	$7,278	0.2%	$7,423	0.2%	$7,572	0.2%	$7,723	0.2%	$7,878	0.2%	Based on FY 14 cost with 2% projected increase per year
Utilities	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Included in rent
Fire Safety and Compliance	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	No budget
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Facilities	**$339,351**	**12.1%**	**$339,517**	**9.0%**	**$339,687**	**8.9%**	**$339,811**	**8.5%**	**$339,963**	**8.4%**	**$340,117**	**8.3%**	
Total Expenses	**$2,808,782**		**$3,792,442**		**$3,833,102**		**$4,004,300**		**$4,060,245**		**$4,117,314**		
Contingency Fund	$280,878		$373,290		$377,217		$394,234		$399,699		$405,274		
Surplus (Deficit)	**$984,719**		**$677,692**		**$1,124,570**		**$1,266,156**		**$1,220,730**		**$1,174,070**		

Cash Balance													
Beginning Cash (Renewals, conversions, or org. funding amounts)	**$765,319**		**$1,750,038**		**$2,427,730**		**$3,552,300**		**$4,818,457**		**$6,039,187**		
Net Surplus (Deficit)	**$984,719**		**$677,692**		**$1,124,570**		**$1,266,156**		**$1,220,730**		**$1,174,070**		
Ending Cash	**$1,750,038**		**$2,427,730**		**$3,552,300**		**$4,818,457**		**$6,039,187**		**$7,213,256**		

CASH FLOW PROJECTIONS-YEAR 0/Planning Year													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$765,319	$847,379	$929,439	$1,011,498	$1,093,558	$1,175,618	$1,257,678	$1,339,738	$1,421,798	$1,503,858	$1,585,918	$1,667,978	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$322,423	$3,869,079
Meal Fees	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$17,108	$205,300
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$339,532**	**$4,074,379**
Cash Disbursements:													
PERSONNEL													
Principal	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$11,500	$138,000
Social Services (Social Worker/Counselor/Nurse)	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$65,000
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$91,908	$1,102,899
Arts/PE/Comp Sci	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$131,244
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$31,337
Office Manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$14,813	$177,758
Health Benefits	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$17,100	$205,195
FICA	$756	$756	$756	$756	$756	$756	$756	$756	$756	$756	$756	$756	$9,074
Other Payroll Expenses/Taxes	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$7,658	$91,898
													$0
													$0
Total Personnel	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$162,700**	**$1,952,404**
INSTRUCTION													
Textbooks	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$4,274	$51,287
Classroom Supplies	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$19,224
Computers	$507	$507	$507	$507	$507	$507	$507	$507	$507	$507	$507	$507	$6,085
Software	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$500
Field Trips	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$1,316	$15,797
Instructional Equipment	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$23,423
Library and Media Center	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Assessment	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$3,300
Classroom Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
PE Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Instruction	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$9,968**	**$119,616**
SERVICES & SUPPLIES													
Student Uniforms	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,001
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$579	$579	$579	$579	$579	$579	$579	$579	$579	$579	$579	$579	$6,949
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$1,602	$19,228
Postage and Shipping	$93	$93	$93	$93	$93	$93	$93	$93	$93	$93	$93	$93	$1,117
Bookkeeping	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$2,245	$26,942
Audit	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$1,042	$12,500
Payroll Services	$876	$876	$876	$876	$876	$876	$876	$876	$876	$876	$876	$876	$10,516
Banking Fees	$456	$456	$456	$456	$456	$456	$456	$456	$456	$456	$456	$456	$5,477
Legal Services	$543	$543	$543	$543	$543	$543	$543	$543	$543	$543	$543	$543	$6,520
Liability & Property Insurance	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$3,012	$36,144
Staff Development	$161	$161	$161	$161	$161	$161	$161	$161	$161	$161	$161	$161	$1,937
Special Education	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$7,000
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$15
Student Recruitment	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$722
Tech Support	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$4,400	$52,800
Phone/Internet Service	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$1,359	$16,302
Food Service	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$8,659	$103,907
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$133	$1,600
Pest Control	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Janitorial Supplies & Services	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$6,863	$82,354
Waste Disposal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Marketing	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$379
													$0
													$0
Total Services & Supplies	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$33,118**	**$397,411**
FACILITIES													
Rent/Lease/Mortgage	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$331,031
Grounds Maintenance	$99	$99	$99	$99	$99	$99	$99	$99	$99	$99	$99	$99	$1,185
Maintenance & Repair	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$7,135
Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Fire Safety and Compliance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Facilities	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$28,279**	**$339,351**
(C) TOTAL DISPURSEMENTS	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$234,065**	**$2,808,782**
CONTINGENCY FUND	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$23,407	$280,878
(D) NET REVENUE	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$82,060**	**$984,719**
ENDING CASH (A+D)	**$847,379**	**$929,439**	**$1,011,498**	**$1,093,558**	**$1,175,618**	**$1,257,678**	**$1,339,738**	**$1,421,798**	**$1,503,858**	**$1,585,918**	**$1,667,978**	**$1,750,038**	

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,750,038	$1,806,512	$1,862,986	$1,919,461	$1,975,935	$2,032,410	$2,088,884	$2,145,358	$2,201,833	$2,258,307	$2,314,781	$2,371,256	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$382,694	$4,592,325
Meal Fees	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$20,925	$251,100
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$403,619**	**$4,843,425**
Cash Disbursements:													
PERSONNEL													
Principal	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$20,750	$249,000
Social Services (Social Worker/Counselor/Nurse)	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$65,000
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$113,887	$1,366,641
Arts/PE/Comp Sci	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$10,937	$131,244
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Special Education Teacher	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$2,611	$31,337
Office Manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$35,000
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$26,000
Retirement Benefits	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$21,305	$255,665
Health Benefits	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$520,423
FICA	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Payroll Expenses/Taxes	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$142,900
													$0
													$0
Total Personnel	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$238,601**	**$2,863,211**
INSTRUCTION													
Textbooks	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$66,674
Classroom Supplies	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$2,002	$24,030
Computers	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Software	$46	$46	$46	$46	$46	$46	$46	$46	$46	$46	$46	$46	$550
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$1,952	$23,423
Library and Media Center	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$105	$1,260
Student Assessment	$344	$344	$344	$344	$344	$344	$344	$344	$344	$344	$344	$344	$4,125
Classroom Furniture	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
PE Equipment	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$1,500
Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

													$0
													$0
Total Instruction	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$13,047**	**$156,561**
SERVICES & SUPPLIES													
Student Uniforms	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$521	$6,251
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$591	$591	$591	$591	$591	$591	$591	$591	$591	$591	$591	$591	$7,088
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Printing and Copy Services	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$1,634	$19,613
Postage and Shipping	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$95	$1,140
Bookkeeping	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$47,000
Audit	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$6,500
Payroll Services	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$12,200
Banking Fees	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$200
Legal Services	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Liability & Property Insurance	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$3,072	$36,866
Staff Development	$165	$165	$165	$165	$165	$165	$165	$165	$165	$165	$165	$165	$1,976
Special Education	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$595	$7,140
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$15
Student Recruitment	$61	$61	$61	$61	$61	$61	$61	$61	$61	$61	$61	$61	$736
Tech Support	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$4,488	$53,856
Phone/Internet Service	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Food Service	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$10,824	$129,883
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$25	$25	$25	$25	$25	$25	$25	$25	$25	$25	$25	$25	$300
Pest Control	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Janitorial Supplies & Services	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$84,001
Waste Disposal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Marketing	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$387
													$0
													$0
Total Services & Supplies	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$36,096**	**$433,153**
FACILITIES													
Rent/Lease/Mortgage	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$331,031
Grounds Maintenance	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$101	$1,209
Maintenance & Repair	$606	$606	$606	$606	$606	$606	$606	$606	$606	$606	$606	$606	$7,278
Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Fire Safety and Compliance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Facilities	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$28,293**	**$339,517**
(C) TOTAL DISPURSEMENTS	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$316,037**	**$3,792,442**
CONTINGENCY FUND	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	$31,108	**$373,290**
(D) NET REVENUE (B-C)	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$56,474**	**$677,692**
ENDING CASH (A+D)	**$1,806,512**	**$1,862,986**	**$1,919,461**	**$1,975,935**	**$2,032,410**	**$2,088,884**	**$2,145,358**	**$2,201,833**	**$2,258,307**	**$2,314,781**	**$2,371,256**	**$2,427,730**	

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$2,427,730	$2,521,444	$2,615,159	$2,708,873	$2,802,587	$2,896,301	$2,990,015	$3,083,729	$3,177,444	$3,271,158	$3,364,872	$3,458,586	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$419,729	$5,036,743
Meal Fees	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$24,846	$298,146
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$444,574**	**$5,334,889**
Cash Disbursements:													
PERSONNEL													
Principal	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$21,165	$253,980
Social Services (Social Worker/Counselor/Nurse)	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$5,525	$66,300
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$116,164	$1,393,974
Arts/PE/Comp Sci	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$11,156	$133,869
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$3,400	$40,800
Special Education Teacher	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$2,664	$31,964
Office Manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$35,700
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$2,210	$26,520
Retirement Benefits	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$22,231	$266,767
Health Benefits	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$43,369	$520,423
FICA	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Payroll Expenses/Taxes	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$11,908	$142,900
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$242,766**	**$2,913,197**
INSTRUCTION													
Textbooks	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$5,556	$66,674
Classroom Supplies	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$2,161	$25,937
Computers	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Software	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$605
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$1,991	$23,891
Library and Media Center	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$1,360
Student Assessment	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$371	$4,452
Classroom Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
PE Equipment	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$128	$1,530
Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
work study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Out of state field study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

													$0
													$0
Total Instruction	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$11,621**	**$139,449**
SERVICES & SUPPLIES													
Student Uniforms	$562	$562	$562	$562	$562	$562	$562	$562	$562	$562	$562	$562	$6,747
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$602	$602	$602	$602	$602	$602	$602	$602	$602	$602	$602	$602	$7,230
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$1,020
Printing and Copy Services	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,005
Postage and Shipping	$97	$97	$97	$97	$97	$97	$97	$97	$97	$97	$97	$97	$1,162
Bookkeeping	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$3,917	$47,000
Audit	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$6,500
Payroll Services	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$1,017	$12,200
Banking Fees	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$17	$200
Legal Services	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Liability & Property Insurance	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$3,134	$37,604
Staff Development	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$168	$2,016
Special Education	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$607	$7,283
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$1	$16
Student Recruitment	$63	$63	$63	$63	$63	$63	$63	$63	$63	$63	$63	$63	$751
Tech Support	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$4,578	$54,933
Phone/Internet Service	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$1,020	$12,240
Food Service	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$11,040	$132,481
Transportation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Supplies	$26	$26	$26	$26	$26	$26	$26	$26	$26	$26	$26	$26	$306
Pest Control	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Janitorial Supplies & Services	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$7,140	$85,681
Waste Disposal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Marketing	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$33	$394
													$0
													$0
Total Services & Supplies	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$36,731**	**$440,769**
FACILITIES													
Rent/Lease/Mortgage	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$27,586	$331,031
Grounds Maintenance	$103	$103	$103	$103	$103	$103	$103	$103	$103	$103	$103	$103	$1,233
Maintenance & Repair	$619	$619	$619	$619	$619	$619	$619	$619	$619	$619	$619	$619	$7,423
Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Fire Safety and Compliance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Facilities	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$28,307**	**$339,687**
(C) TOTAL DISPURSEMENTS	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$319,425**	**$3,833,102**
CONTINGENCY FUND	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	$31,435	**$377,217**
(D) NET REVENUE (B-C)	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$93,714**	**$1,124,570**
ENDING CASH (A+D)	**$2,521,444**	**$2,615,159**	**$2,708,873**	**$2,802,587**	**$2,896,301**	**$2,990,015**	**$3,083,729**	**$3,177,444**	**$3,271,158**	**$3,364,872**	**$3,458,586**	**$3,552,300**	

School Name:	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES			

Appendix 9C

CFO Resume

Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

Achievement

2014 Top Ten Young Professional by Chamber of Commerce

2013 Assisted Brighten Academy (2014 Charter School of the Year) obtained over 10M in bond issuance

2011 President's Award for Excellence by American Business Woman Association

2005-Current: Avolon Accounting has a presence in 13 states with its two office locations (GA and CA)

Education

1998-2005 California State University, Hayward. Hayward, CA

- B.S. Business Administration, Major in Accounting & CIS

Skills

Computer: Microsoft Excel, Word, Publisher, PowerPoint, Access, 10 Key by touch, Lotus 123, QuickBooks (multiple version), Porpack, Advantage, and Great Plains.

Accounting: Earned London of Chamber Commerce and Industry Examinations Boards' certificate of second level of bookkeeping and accounts.

Languages: English, Mandarin, Cantonese, Kunming Dialect.

Related Work Experiences

01/06 – Current Avolon Accounting & CFO Service Atlanta, GA
Owner/ CFO consultant

- Established sole proprietorship in Jan 05 with CA & GA locations.
- Provide full charge of bookkeeping services included but not limit to A/R, A/P, period ending closing, financial statements, cash flows, payroll, etc and secretary services.
- Provide CFO consultant services provide strategy planning in streamline accounting infrastructure, establish effective financial business models for expansion, and merge and acquisitions or exit strategy.
- Customized financial statements and reports to meet individual clients need.
- Provide HR services included but not limited to payroll processing, HR hire process and training, monitor employee benefits, etc.

02/03 – 12/06 American Baptist Homes of the West. Pleasanton, CA
Accountant

- Elected as Financial Department Representative in Steering Committee.
- Oversees 9 individual senior community properties' monthly operations by review their monthly operation reports such as tenant report, SD reports, monthly revenue reports, etc.
- Prepare each property's monthly financial statements by record their monthly activities and reconcile their individual bank statements and all related G/L accounts.
- Review and adjust each property's monthly financial statements & reports for board meeting and year ended audit. Provide reports and assistant to outside audit firms for these properties year ended audit and prepare adjustments accordingly.

Yui (Candy) Yu

(678) 462-1197 E-Mail: candy@avolonabs.com
2959 Chapel Hill Road, D208, Douglasville, GA 30135
http://www.avolonabs.com

01/07 – 04/08 Gallo Reporting, LLC Atlanta, GA

Sr. Accountant

- Oversees 12 companies' (over 17 office locations) monthly operation and manage their month end closing process by interact with AP, AR and Payroll department.
- Review all companies' financial statements on individual and consolidated basis. Analysis COS costs and SGA expensive monthly.
- Prepare final financial statement for controller and CFO reviews, prepare and coordinate annually audit and varies due diligence.
- Perform special analytic management reports per management request.
- Lead two staff accountants to achieve month end closing date from 45 days to 25 days.

Trained 1 Sr. accountant, 4 staff accountants & 4 GL Interns.

08/00 – 02/03 Robert Half International Inc. Walnut Creek, CA

Accountant

Completed following temporary assignments:

- 02/02 -- 02/03 GWF Energy Power System, Inc. Pittsburg, CA

  Audit varies contractors and subcontractors' monthly billings for three in progress energy power station constructions by complying individual construction code, contract terms and restrictions. Prepare varies accounting reports upon request by contractors.
- 02/01 – 03/01 Pinkerton Systems Integration Walnut Creek, CA

  Reconciled 5 banks' monthly statements, various individual Asset and Liabilities accounts. Prepared the adjustment JE entries accordingly.
- 10/00 – 02/01 Hilton Farnkopf & Hobson LLC. Walnut Creek, CA

  Processed cash receipts & disbursement, over 15 employee's payroll and expense reimbursements. Reconciled whole Year 2000 monthly bank statements, G/L balance, employee's accrue time schedule, 401K a/c and payroll ach a/c. Prepared the adjustment entries accordingly. Assist CFO with monthly financial statements.
- 10/00 JVC Partners, Inc. Walnut Creek, CA

  Reconciled 5 rental properties' individual bank statements, tenant a/c and trial balance. Prepared the adjustment entries accordingly. Assist CFO with monthly and quarterly financial statements.
- 08/00 – 10/00 Bi-Bett Concord, CA

  Audited branch's cash receipts for 1 & 2 quarters. Assisted CEO to prepare over 6 branches' quarterly profit and loss statements. Reconciled and update employee's accrue time schedule. Reconciled over 20 banks' monthly statements.

09/99 – 07/00 Orion Pacific Traders, Inc. Walnut Creek, CA

Accountant

- Fully responsible for A/R after 3 months of hiring, and fully responsible for both A/R and A/P after 6 months of hiring.
- Established and responsible for weekly cash flow projection for the following three weeks. Achieved to maintain average of $100,000.00 cash flow by carefully budget weekly cash receipt and disbursement, especially during peak trading season.
- Reconciled monthly bank statement, control petty cash and employee expenses reimbursement. Assisted CFO with monthly and annually financial statements.
- Trained three new employees for A/R, A/P and office assistant duties.

Appendix 10

LPA Audits

FY 2012-13

And

FY 2013-14

Leadership Preparatory Academy, Inc.

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE FISCAL YEARS ENDED JUNE 30, 2013 AND 2012

WITH INDEPENDENT AUDITOR'S REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Leadership Preparatory Academy, Inc.

We have audited the accompanying financial statements of Leadership Preparatory Academy, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2013 and 2012, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Leadership Preparatory Academy, Inc. as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITOR'S REPORT (CONT'D)

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated June 30, 2013, on our consideration of Leadership Preparatory Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Leadership Preparatory Academy, Inc.'s internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
September 27, 2013

ASSETS

CURRENT ASSETS	2013	2012
Cash and Cash Equivalents	$ 451,057	$ 544,532
Grants Receivable	26,003	-
TOTAL CURRENT ASSETS	477,060	544,532
PROPERTY AND EQUIPMENT, net of accumulated depreciation of $111,155 and $72,613, respectively	109,466	78,982
OTHER ASSETS		
Prepaid Expense	4,131	-
TOTAL OTHER ASSETS	4,131	-
TOTAL ASSETS	$ 590,657	$ 623,514
LIABILITIES AND NET ASSETS		
LIABILITIES		
CURRENT LIABILITIES		
Accounts Payable and Accrued Liabilities	$ 20,419	$ 76,173
Accrued Payroll and Payroll Taxes	12,363	-
TOTAL CURRENT LIABILITIES	32,782	76,173
DEFERRED RENT	16,241	-
TOTAL LIABILITIES	49,023	76,173
NET ASSETS		
Unrestricted	515,631	547,341
Temporarily Restricted	26,003	-
TOTAL NET ASSETS	541,634	547,341
TOTAL LIABILITIES AND NET ASSETS	$ 590,657	$ 623,514

	2013			
	Unrestricted	Temporarily Restricted	Total	**2012**
PUBLIC SUPPORT AND REVENUE				
State Grants (Schedule 2)	$ 2,330,067	$ -	$ 2,330,067	$ 1,993,374
Federal Grants (Schedule 1)	77,998	26,003	104,001	85,263
Program Income	218,421	-	218,421	246,844
Interest Income	35	-	35	-
TOTAL PUBLIC SUPPORT AND REVENUE	2,626,521	26,003	2,652,524	2,325,481
EXPENSES				
PROGRAM SERVICES				
Instructional	1,573,189	-	1,573,189	1,557,195
Extended Day	97,765	-	97,765	56,258
Lunch Program	131,319	-	131,319	142,858
Title I	57,472	-	57,472	-
Title II	9,650	-	9,650	-
TOTAL PROGRAM SERVICES	1,869,395	-	1,869,395	1,756,311
SUPPORT SERVICES				
Management and General	621,804	-	621,804	250,628
TOTAL SUPPORT SERVICES	621,804	-	621,804	250,628
TOTAL EXPENSES	2,491,199	-	2,491,199	2,006,939
CHANGE IN NET ASSETS	135,322	26,003	161,325	318,542
NET ASSETS, BEGINNING OF YEAR				
As Previously Reported	547,341	-	547,341	228,799
Prior Period Adjustments	(167,032)	-	(167,032)	-
Balance at beginning of year, as restated	380,309	-	380,309	228,799
NET ASSETS, END OF YEAR	$ 515,631	$ 26,003	$ 541,634	$ 547,341

Leadership Preparatory Academy, Inc.

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

WITH INDEPENDENT AUDITOR'S REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Leadership Preparatory Academy, Inc.

We have audited the accompanying financial statements of Leadership Preparatory Academy, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014 and 2013, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Leadership Preparatory Academy, Inc. as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

619 E. College Ave., Suite D2, Decatur, GA 30030 Phone: 404-377-4911 Fax: 404-377-4914
5940 S. Rainbow Blvd., Suite 2000, Las Vegas, NV 89118 Phone: 702-835-9200 Fax: 866-236-7923

INDEPENDENT AUDITOR'S REPORT (CONT'D)

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by the Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated September 29, 2014, on our consideration of Leadership Preparatory Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Leadership Preparatory Academy, Inc.'s internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
September 29, 2014

LEADERSHIP PREPARATORY ACADEMY, INC.
STATEMENTS OF FINANCIAL POSITION
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

	2014	2013
ASSETS		
CURRENT ASSETS		
Cash and Cash Equivalents	$ 767,024	$ 451,057
Repayments	1,439	-
Grants Receivable	-	26,003
TOTAL CURRENT ASSETS	768,463	477,060
PROPERTY AND EQUIPMENT, net of accumulated depreciation of $170,923 and $111,155, respectively	161,431	109,466
TOTAL PROPERTY AND EQUIPMENT	161,431	109,466
OTHER ASSETS		
Prepaid Expense	86,236	4,131
TOTAL OTHER ASSETS	86,236	4,131
TOTAL ASSETS	$ 1,016,130	$ 590,657
LIABILITIES AND NET ASSETS		
LIABILITIES		
CURRENT LIABILITIES		
Accounts Payable	$ 14,510	$ 6,296
Accrued Liabilities	39,032	14,123
Accrued Payroll Taxes	1,975	-
Accrued Salaries	-	12,363
TOTAL CURRENT LIABILITIES	55,517	32,782
DEFERRED RENT	8,474	16,241
TOTAL DEFERRED RENT	8,474	16,241
TOTAL LIABILITIES	63,991	49,023
NET ASSETS		
Unrestricted	952,139	515,631
Temporarily Restricted	-	26,003
TOTAL NET ASSETS	952,139	541,634
TOTAL LIABILITIES AND NET ASSETS	$ 1,016,130	$ 590,657

The accompanying notes are an integral part of these financial statements.

LEADERSHIP PREPARATORY ACADEMY, INC.
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCALYEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Total
Net Assets, July 1, 2013 as previously reported	$ 541,634	$ -	$ 541,634
Change in Net Assets	410,505	-	410,505
Net Assets, June 30, 2014	$ 952,139	$ -	$ 952,139

The accompanying notes are an integral part of these financial statements.

Appendix 11

Appendix 11A- Certificate of Incorporation

Appendix 11B- Federal Exempt Tax Status

Appendix 11C- Bylaws

Appendix 1D- Conflict of Interest Policy

Appendix 11A

Certificate of Incorporation

Articles of Incorporation

Control No. **07066950**

STATE OF GEORGIA

Secretary of State

Corporations Division
315 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, **Karen C Handel**, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

LEADERSHIP PREPARATORY ACADEMY, INC.

a Domestic Non-Profit Corporation

has been duly incorporated under the laws of the State of Georgia on **08/01/2007** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on August 1, 2007

Karen C Handel
Secretary of State

Control No: 07066950
Date Filed: 08/01/2007 08:34 AM
Karen C Handel
Secretary of State

ARTICLES OF INCORPORATION

OF

LEADERSHIP PREPARATORY ACADEMY, INC.

(A Nonprofit Corporation)

I, the undersigned incorporator, hereby voluntarily desire to form and establish a corporation not for profit pursuant to the "Georgia Nonprofit Corporation Code (O.C.G.A. 14-3-202) of the State Of Georgia," and is not organized and shall not be operated for pecuniary gain or profit.

ARTICLE 1. NAME

1.1 The name of the corporation shall be:

"LEADERSHIP PREPARATORY ACADEMY, INC."

ARTICLE 2. DURATION

2.1 The period of duration of this corporation shall be perpetual.

ARTICLE 3. PURPOSES, OBJECTS, AND POWERS

3.1 The purpose, objectives, and powers of the corporation are to organize and establish an intercultural, multi-racial, non-profit organization for the purpose of developing programs to educate, train and prepare individuals to function well in society; to provide excellent learning experiences for elementary, middle school and high school children and youth; to emphasize and provide mental, emotional, physical and spiritual development of children and youth by the use of the latest technological resources available; to provide competence in computer usage; to teach cooperative interactive networking concepts as well as the core curriculum of required basics; to do all of this so that the student will be well prepared with skills that will enable him/her to be an excellent leader for their generation and for the twenty-first century; and, to have authority to maintain, publish, print and circulate literature and other materials; to have the right to own and operate vehicles for the transportation of those affiliated with and personnel of the corporation; to use and apply the whole or any part of any real or personal property received, as well any of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary, or educational purposes either directly or by contributions to organizations that qualify as exempt organizations under "Section 501(c)(3) of the Internal Revenue Code" and Regulations issued pursuant thereto as they now exist or as they may hereafter be amended.

3.2 The corporation shall also have as its objects and purposes and have within its powers generally to do and perform any and all things that may be incidental to

State of Georgia
Creation - Domestic Entity 8 Page(s)



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or necessary or proper to the conduct of any or all of the objects and purposes mentioned in Section 3.1 above, as well as any other objects or purposes not prohibited by law, with full power to do and perform any and all of said objects, purposes, and powers for the accomplishment of the objectives of the corporation; to engage in any lawful act or activity for which corporations may be organized pursuant to the "Georgia Nonprofit Corporation Code," and in any other state of the United States, Federal Districts, Territories or possessions of the United States, and in Foreign Nations.

As means of accomplishing the foregoing purposes and without in any way limiting said purposes, and in addition to those powers specifically granted by the "Georgia Nonprofit Corporation Code," the Corporation shall have the following powers:

A. To solicit, collect, receive, acquire, hold, and invest money and property, both real and personal, tangible and intangible, including money or property received by gift, contribution, bequest, or devise; to sell and convert property, both real and personal, into cash and to use the funds of this Corporation and the proceeds, income, rents, issues, and profits derived from any property of this Corporation for the purposes for which the Corporation is formed;

B. To refuse or accept any bequest, devise, grant, gift, for any of its objects and purposes, and property, both real and personal, of whatever kind, nature, or description and wherever situated;

C. To purchase or acquire, own, hold, lease (either as lessor of lessee), sell, exchange, convey, mortgage, transfer, or otherwise dispose of any property, both real and personal, as the objects and purposes of this Corporation may require, subject to such limitations as may be prescribed by law;

D. To borrow money, and, from time to time, to make, accept, endorse, execute, and issue bonds, debentures, promissory notes, bills of exchange, and other obligations of the Corporation for monies borrowed or in payment for property acquired or for any of the other purposes of the Corporation, and to secure the payment of any such obligations by mortgage, pledge, deed, indenture, agreement, or other instrument of trust, or by other lien, upon assignment of, or agreement in regard to all or any part of the property, rights, privileges of the Corporation wherever situated, whether now-owned or hereafter acquired;

E. To invest and reinvest its funds in such stock, common or preferred, bonds, debentures, mortgages, or in such other securities and property as the Board of Directors shall deem advisable, subject to the limitations and conditions contained in any bequest, devise, grant, or gift, provided such limitations and conditions are not in conflict with the provisions of "Section 501(c)(3) of the Internal Revenue Code," and Regulations thereunder as they now exist or as they may be hereafter amended;

F. To enter into, make, perform, and carry out any contract of every kind for any lawful purpose without limit or amount, with any person, firm, association or corporation, municipality, county, parish, state, territorial government, or other municipal or government subdivision;

G. In general, and subject to such limitations and conditions as are or may in the future be prescribed by law, to exercise the powers which are now or may hereafter be conferred by the corresponding or appropriate "Georgia Nonprofit Corporation Code," and amendments thereof and thereto, upon a corporation organized for the purposes hereinabove set forth, or necessary or incidental to the powers so conferred, or conductive to the attainment of the purposes of the Corporation, subject to the further limitation and condition that, notwithstanding any other provision of this Certificate only such powers shall be exercised as are in furtherance of the tax-exempt purposes of the Corporation and as may be exercised by an organization under "Section 501(c)(3) of the Internal Revenue Code," and the Regulations thereunder as they now exist or as they may hereafter be amended and by an organization contributions to which are deductible under "Section 170(c)(2)" of such Code and Regulations as they now exist or as they may hereafter be amended;

H. To organize, structure, form, administer, and supervise one or more affiliated subordinates (of the central organization) under its general supervision or control and to do each and every thing necessary to establish, maintain, and supervise said subordinates consistent with the purposes, objects, and powers contained herein (to be expressed in each subordinate's Articles of Association which shall not be inconsistent with the objects, purposes, and powers of **Leadership Preparatory Academy, Inc.,** with the understanding that each of said subordinates are subject to this Corporation's general supervision and control.

ARTICLE 4. INITIAL REGISTERED OFFICE AND AGENT

4.1 The address of the initial registered office of the Corporation is located in the **City of Stone Mountain, County of DeKalb,** at 829 Masters Drive, Stone Mountain, Georgia 30087.

4.2 The initial registered agent of the Corporation is a resident of the State of Georgia and a Director of the corporation. The registered agent is:

Dr. Melvin Johnson

4.3 The initial registered mailing address of the Corporation is: 829 Masters Drive, Stone Mountain, Georgia 30087.

ARTICLE 5. MEMBERSHIP

5.1 The Corporation will not have members as such term is defined in the Georgia Nonprofit Corporation Code.

ARTICLE 6. CAPITAL STOCK

6.1 The total amount of authorized capital stock of said Corporation shall be none. This Corporation shall have no capital stock and no authorized agent to receive subscriptions.

ARTICLE 7. INCORPORATOR

7.1 The names and address of the incorporator is:

Dr. Melvin Johnson
829 Masters Drive
Stone Mountain, Georgia 30087

ARTICLE 8. INITIAL BOARD OF DIRECTORS

8.1 The initial Board of Directors of the corporation show their names and addresses as follows:

Dr. Melvin Johnson, President/Director
829 Masters Drive
Stone Mountain, Georgia 30087

Mr. Lonnie D. Hall Director
821 Masters Drive
Stone Mountain, Georgia 30087

Dr. Dee Taylor, Director
5485 Silver Ridge Drive
Stone Mountain, Georgia 30087

Mr. Michael Cook, Director
1305 Biarritz Court
Conyers, Georgia 30094

Mr. Harris Price, Director
703 Hickory Lane
Loganville, Georgia 30052

Mr. Andrew Momon, Sr., Director
115 Oak Manor Drive
Covington, Georgia 30016

8.2 The business and affairs of said Corporation shall be under the management and control of a Board of Directors consisting of not less than two (2) or more than fifteen (15) persons. They shall be elected by the initial Board of the corporation and shall serve indefinitely. All directors shall hold office until their successors are elected and qualified.

8.3 To the fullest extent permitted by applicable law, a director of this corporation shall not be liable to the corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found liable for:

(a) a breach of a director's duty of loyalty to the corporation; and,
(b) a act or omission not in good faith that constitutes a breach of duty of the director to the corporation or an act or omission that involves intentional misconduct or a knowing violation of the law; and,
(c) a transaction from which the director received improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; and,
(d) an act or omission for which the liability of a director is expressly provided by an applicable state/federal statute.

8.4 The corporation shall indemnify any person who is or was a director, officer, employee, or agent of the corporation; and/or while a director, officer, employee, or agent of the corporation, is/or was serving at the request of the corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Georgia Non-Profit Corporation Code as now written or as hereafter amended, but only to the extent permitted for a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code; and a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE 9. MATTERS RELATIVE TO THE INTERNAL REVENUE CODE

9.1 In the event the Corporation is deemed to be a private foundation according to the provisions of the "Internal Revenue Code of 1986" and the Regulations thereunder, as amended, the Corporation shall be subject to the following provisions:

A. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by "Section 4942 of the Internal Revenue Code," or corresponding provisions of any subsequent Federal Tax Laws.

B. The Corporation shall not engage in any act of self-dealing as defined in "Section 4941(d) of the Internal Revenue Code," or corresponding provisions of any subsequent Federal Tax laws.

C. The Corporation shall not retain any excess business holding as defined in "Section 4943(c) of the Internal Revenue Code," or corresponding provisions of any subsequent Federal Tax laws.

D. The Corporation shall not make any investments in such manner as to subject it to tax under "Section 4944 of the Internal Revenue Code," or corresponding provisions of any subsequent Federal Tax laws.

E. The Corporation shall not make any taxable expenditure as defined in "Section 4945(d) of the Internal Revenue Code," or any corresponding provisions of any subsequent Federal Tax laws.

F. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director of officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes), and no Director or officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

G. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under "Section 501(c)(3) of the Internal Revenue Code," or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under "Section 170(c)(2) of the Internal Revenue Code," or corresponding section of any future federal code.

ARTICLE 10. MATTERS IN RELATION TO DISSOLUTION

10.1 In the event of dissolution of the Corporation or the winding up of its affairs, whether voluntary or involuntary, the residual assets of the Corporation, after all

debts have been satisfied, then remaining in the hands of the Board of Directors, shall be distributed transferred, conveyed, delivered, and paid over in such amounts as the Board of Directors may determine or may be determined by a court of competent jurisdiction upon application of the Board of Directors, or to one or more organizations which are themselves exempt organizations as described in "Section 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986," or corresponding sections of any prior or future law or to the Federal, State, or local governments for exclusively public purposes.

10 2 Any of such assets not so disposed of shall be disposed of by the Court of the County in which the principle office of the Corporation is then located, exclusively for such purposes or to such organization of organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned, as the incorporator of **Leadership Preparatory Academy, Inc.** has hereunto executed these Articles of Incorporation on this the 15th day of July 2007.

Dr. Melvin Johnson, President
Incorporator

COUNTY OF HENRY

I, the undersigned authority, a Notary Public in and for the State of Georgia, hereby certify that the above named person(s) whose name(s) as Incorporator(s) of the aforesaid corporation is (are) signed to the forgoing Articles of Incorporation, and who is (are) known to me, acknowledges before me this day that, being informed of the contents of the instrument, he (she)(they) executed the same voluntarily on the day the same bears date.

Given under my hand and official seal this the 15th day of July, 2007.

Notary Public

JAMES B. KEILLER
NOTARY PUBLIC, HENRY COUNTY, GEORGIA
MY COMMISSION EXPIRES JULY 1, 2008
MEMBER, GEORGIA COUNCIL OF NOTARIES

JAMES B. KEILLER NOTARY PUBLIC HENRY COUNTY, GA

SECRETARY OF STATE
CORPORATIONS DIVISION

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Appendix 11B

Federal Exempt Tax Status

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: AUG 07 2008

LEADERSHIP PREPARATORY ACADEMY INC
C/O MELVIN JOHNSON
821 MASTERS DR
STONE MOUNTAIN, GA 30087

Employer Identification Number:
51-0654315
DLN:
17053037023038
Contact Person:
LISA M VAN DER SLUYS ID# 95264
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 1, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you a deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classif as either public charities or private foundations. We determined that you a a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Publ Charities, for some helpful information about your responsibilities as an exempt organization.

Appendix 11C

Bylaws

BYLAWS OF THE
LEADERSHIP PREPARATORY ACADEMY, INC.

ARTICLE I
NAME AND PURPOSE

1.1 Name. The name of the corporation is Leadership Preparatory Academy, Inc. ("the School).

1.2 Purposes. This corporation is organized and shall be operated exclusively for charitable, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions hereinafter in effect, as provided in the Articles of Incorporation.

This mission of the Leadership Preparatory Academy, Inc. is to develop scholars through a rigorous academic program that engages all stakeholders to maximize our students' potential to lead in the 21st century.

1.3 Notice of Nondiscriminatory Policy as to Students. Leadership preparatory Academy Inc. admits students of any race, color, gender, disability, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of disability, race, color, creed, gender, national and ethnic origin, religion, or ancestry in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Furthermore, LPA shall not discriminate on any basis that would be illegal as used by a school system.

ARTICLE II
OFFICES

2.1 Principal Office. The principal office of the corporation in the State of Georgia shall be located at 6400 Woodrow Road, Lithonia, Georgia 30038. The corporation may have such other offices, either within or without the State of Georgia, as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

2.2 Registered Office and Registered Agent. The corporation shall continuously maintain in the State of Georgia a registered office, and a registered agent whose office is identical with such registered office, as required by the Georgia Non-Profit Corporation Act. The registered office may be, but need not be, identical with the principal office of the corporation in the State of Georgia, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE III
BOARD OF DIRECTORS

3.1 The Governing Board. The direction of the business, the affairs, and the property and resources of the School shall be managed, conducted and directed by the Governing Board, which is the Board of Directors of the Corporation, including the control and disposition of the funds which, in addition to the powers and duties conferred upon it under the laws of the State of Georgia.

3.2 Performance of Duties and Service. Each director of the Board of Directors (a "Director") shall perform all duties in good faith and with the degree of diligence, care, and skill, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. Each Director shall serve, at the pleasure of the Board, for his or her term of office or until his or her successor shall have been duly elected and shall have qualified.

3.3 Number. The number of Directors constituting the initial Governing Board shall be at least seven (7). Thereafter, the number of Directors may be increased or decreased from time to time by amendment of these Bylaws, provided that the Board of Directors may not be less than five (5) Directors or more than nine (9) Directors at any time.

3.4 Election and Term. The term of office shall be from one to three years, with Directors eligible for two consecutive terms of service and may return to board service with at least one term off the board. Beginning with the initial Governing Board, the board members shall be divided into three classes, with staggered initial terms, to ensure appropriate succession in subsequent years. Class 1 directors will serve a one year term; Class 2 directors will serve a two year term; and Class 3 directors will serve a three year term, and all will be eligible to serve one additional term of service, based on class description, thus ensuring future staggered terms of service. All parent appointments to the board shall be for a term of one year so as to offer the widest opportunity for parent participation. The election, appointment, and removal of any member of the corporation's Board of Directors shall vest solely in the Majority vote of the Board of Directors.

3.5 Qualifications. Each Director shall be at least eighteen years of age, may not be an employee of the Corporation, and may not have been convicted of any felonies. The Executive Director of the school shall serve as an ex-officio member of the Board of Directors with no voting privileges.

3.6 Vacancies and Unexpired Terms. A vacancy shall be declared, by a majority vote of the Directors, in any seat on the Board upon the death or resignation of the occupant thereof, or upon the disability of any occupant rendering him or her incapable of participating in the management and affairs of the corporation. Vacancies on the Board of Directors, including those resulting from an increase in the number of Directors to serve on the Board of Directors, shall be filled by majority vote of the attendees of the remaining members of the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

3.7 Regular Meetings. Meetings of the Board of Directors shall be held regularly at such times and places as the Board of Directors shall by resolution determine and subject to the requirements of the Georgia Open Meetings Law, as applicable and amended from time to time. The Secretary shall give notice to the Directors of regular meetings as required under Georgia law or these Bylaws.

3.8 Special Meetings. Special meetings of the Board shall be held whenever called by the Secretary of the corporation upon the direction of the Executive Director of the corporation or upon written request of one-half (1/2) of the Directors then serving; and it shall be the duty of the Secretary to give sufficient notice of the meeting at least three (3) days in advance of the meeting in person or by mail, telegraph, or telecopy to enable the Directors so notified to attend such meetings. The person(s) calling the special meeting of the Board may fix any place, either within or without the State of Georgia, as the place for holding such a meeting of the Board called by them.

3.9 Executive Session. Upon a majority vote of the entire Board of Directors in an open meeting on a motion which identifies the general area or areas of the subject or subjects to be considered, the Board may conduct a meeting that is not open to the public (an "Executive Session") to discuss matters described in, and pursuant to the procedures of, §§ 50-14-3 and 50-14-4 of Georgia's Open Meetings Law.

3.10 Notice. The Secretary or his or her designee shall give to each member of the Board of Directors prior written notice either at least three (3) days or as required under Georgia's Open Meetings Law, whichever is later, of each regular, special or annual meeting of the Governing Board. Notices of meetings of the Board of Directors will be posted at the School and/or on the School's website, and provided to the public in accordance with the Georgia Open Meetings Law. Each notice shall state the time and the place of the meeting and, in the case of special meetings, the general nature of the business to be transacted thereat, and be consistent with the Georgia Open Meetings Law. Public notice shall not, however, be required in the case of "emergency meetings" or as otherwise not required pursuant to the Georgia Open Meetings Law.

3.9 Quorum. A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board convened according to these Bylaws; but if less than a majority of the Directors is present at said meeting, the Directors present may adjourn or recess the meeting from time to time without further notice. Proxies properly constituted, specific, and notarized shall be allowed, subject to confirmation by the Board Chair. The acts of a majority of Directors present at a meeting at which a quorum is present shall be the acts of the Board of Directors, except that amendment of these Bylaws shall be in accordance with Article XII of these bylaws.

3.11 Removal and Resignation. Any Director may be removed from office by a two-thirds vote of the Board present at a meeting in which a quorum of such Board of Directors is present. A new Director shall be elected to fill the unexpired term of any removed Director as provided in Section 3.6. Any Director may resign at any time by giving written notice of such resignation to the Board. Such resignation shall be in writing unless waived by vote of the remaining Board of Directors, but the acceptance thereof shall not be necessary to make it effective.

3.12 Compensation. Directors shall not receive any compensation for their services other than reimbursement or payment of expenses incurred by them in the performance of their duties, if authorized or approved by the Board.

3.13 Actions by Conference Telephone. Subject to any notice of meeting requirements in these Bylaws or under Georgia law, members of the Board of Directors or members of any committee designated by such Board may participate in and hold a meeting of such Board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other and the public may attend, listen, participate and observe at any site at which a Director participates, and provided a proper public notice identifies the use of videoconferencing and the location(s) of the meeting, and states the public's right to attend the meeting at any of the locations. Directors so participating shall be deemed present at any such meeting and be permitted to exercise all rights and duties of Directors.

Participation in such a meeting shall constitute presence in person at such meeting, except where a person participates in the meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened. Minutes of any such meeting shall be promptly prepared by the Secretary of the same, circulated to all members entitled to vote at the meeting (whether they participated or not), placed in the regular corporate records containing similar meeting minutes, and called to the attention of such Board of Directors at its next regular meeting.

ARTICLE IV
OFFICERS

4.1 Officers. The Officers of the corporation may include a Chairperson, Vice Chairperson, a Secretary, a Treasurer and such officers as may be elected in accordance with the provisions of this Article. The Board may elect or appoint such other Officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board. One person shall not hold two offices with the exception of Secretary-Treasurer, which may be filled by the same person.

4.2 Election and Term of Office. The Officers of the corporation shall be elected at its first meeting and annually thereafter by the Board. If the election of Officers shall not be held at such meeting, such election shall be held as soon thereafter as it conveniently may be held. New offices may be created and filled at any meeting of the Board. Each Officer shall hold office, at the pleasure of the Board, for periods of one (1) year or until his or her successor shall have been duly elected and shall have qualified.

4.3 Chairperson of the Board of Directors. The Chairperson of the Board of Directors shall give active direction and exercise oversight pertaining to all affairs of the Corporation, preside at all meetings of the Board and all Executive Committee meetings, and shall have other such powers as shall be designated by the Board of Directors. He or she may sign, with the Secretary

or any other proper officer of the corporation authorized by the Board, any deeds, mortgages, bonds, contracts, instruments and authorizations of payment, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws or by statute to some other officer or agent of the corporation; and in general he or she shall perform all duties incident to the office of the Chairperson and such other duties as may be prescribed by the Board from time to time.

4.4 Vice Chairperson of the Board of Directors. In the absence of the Chairperson or in the event of his or her inability or refusal to act, the Vice Chairperson shall understand the responsibilities of the Chairperson and be able to perform the duties of the Chairperson, and when so acting, shall have all the power of and be subject to all the restrictions upon the Chairperson. Any Vice Chairperson shall perform such other duties as from time to time may be assigned to him or her by the Chairperson or the Board.

4.5 Treasurer. If required by the Board by written resolution, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board shall determine. The Treasurer shall oversee the care and custody of the books and financial records of the account or accounts of the Corporation, shall have oversight of all funds and securities of the Corporation, and shall perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board.

4.6 Secretary. The Secretary shall keep, or cause to be kept, the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; give all notices in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation, and affix the seal of the corporation to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of the Bylaws; keep a register of the post office address and other pertinent contact information of each Director which shall be furnished to the Secretary by each Director; and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board.

4.7 Assistant Treasurers and Assistant Secretaries. If required by the Board by written resolution, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board shall determine. The Assistant Treasurers and Assistant Secretaries in general shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chairperson or the Board.

4.8 Resignation. Any Officer may resign at any time by giving written notice to the Chairperson of the Board. Such resignation shall take effect at the time specified in the notice, or if no time is specified, then immediately, with the vacancy to be filled in accordance with Section 4.9 of these Bylaws.

4.8 Removal. Any Officer elected or appointed by the Board may be removed by the Board whenever, in its judgment, the best interests of the corporation would be served thereby, but such

removal shall be without prejudice to the contract rights, if any, of the Officer so removed, with the vacancy to be filled in accordance with Section 4.9 of these Bylaws.

4.9 Vacancies. A vacancy in any office because of death, resignation, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

4.10 Compensation. Officers shall not be compensated.

ARTICLE V
APPOINTIVE OFFICERS AND AGENTS

5.1 The Board may appoint such officers and agents in addition to those provided for in Article IV as may be deemed necessary, who shall have such authority and perform such duties as shall from time to time be prescribed by the Board. All appointive officers and agents shall hold their respective offices or positions at the pleasure of the Board, and may be removed from office or discharged at any time with or without cause; provided that removal without cause shall not prejudice the contract rights, if any, of such officers and agents. Any or all of such appointed positions may be salaried as prescribed by the Board of Directors.

ARTICLE VI
COMMITTEES

6.1 Establishment. The Board of Directors may, by resolution adopted by a majority of the Directors in office, establish such committees as the Board of Directors shall deem necessary or advisable. All such committees shall have and may exercise such powers and authority of the Board of Directors delegated to said committees through its Board approved policies. A board member serves as the chairperson of each committee and committees may have co-chairs.

6.2 Executive Committee. The Executive Committee shall consist of the officers of the Corporation, and shall have and exercise the authority of the Board of Directors in the oversight of the Corporation. The Executive Committee shall be presided over by the Chairperson of the Board of Directors of the Corporation.

6.3 Limitations on Authority. No committee, including the Executive Committee, shall have any power or authority to the following:

1. Amending, altering or repealing the Bylaws;

2. Electing, appointing or removing any member of any such committee or any Director or officer of the corporation;

3. Amending the articles of incorporation or restating articles of incorporation;

4. Adopting a plan of merger or adopting a plan of consolidation with another corporation;

5. Authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation;

6. Authorizing the voluntary dissolution of the corporation or revoking proceedings thereof;

7. Increasing the annual budget adopted by the Board;

8. Adopting a plan for the distribution of the assets of the corporation; or

9. Amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee.

The designation and appointment of any committees and the delegation thereto of authority shall not relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him by law. All Committees shall report to the Chairperson and the full Board on its activities.

6.3 Term of Office. Each member of a committee shall continue as such until the next annual meeting of the members of the corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

6.4 Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

6.5 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at the meeting at which a quorum is present shall be the act of the committee.

6.6 Rules. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with policies and procedures adopted by the Board of Directors.

ARTICLE VII
CONTRACTS, CHECKS, DEPOSITS AND FUNDS

7.1 Contracts. The Board may authorize any officer or officers, agent or agents, of the corporation in addition to the officers so authorized by these Bylaws to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances.

7.2 Checks and Drafts. All checks, drafts, or orders for the payment of money, notes, or other evidences or indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or the Assistant Treasurer and countersigned by the Executive Director of the corporation. Checks in the amount of $10,000 or more must have signatures of both the Executive Director and *either* the Treasurer *or* the Board Chairperson.

7.3 Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board may select. The Treasurer (working with the Executive Director of the school) will be responsible for depositing all school funds and for keeping accurate records of deposits and withdrawals. Funds will be deposited within 24 hours of receipt. Acceptable accounting procedures will be followed to record and track all monies. The Executive Director (or the Chief Financial Officer, once selected) of the school will be responsible for ensuring that appropriate financial procedures are followed regarding all income and expenses of the corporation with guidance and direction from a duly authorized CPA firm in the State of Georgia.

7.4 Conditional Gifts. The Board may accept or reject gifts to the corporation carrying conditions or restrictions as to use. Conditions or restrictions placed on gifts that are accepted by the Board shall be complied with by the Board.

7.5 Other Financial Procedures: The Board of Directors will be updated monthly on the financial and operational condition of the school through reports and other methods. The Board of Directors will also have access to all financial information, including source documents, at all times. The corporation will establish all appropriate financial policies and procedures such as generally accepted accounting procedures, a checking account held in a financial institution acceptable in Georgia, adequate payroll procedures, procedures for the creation and review of monthly and quarterly financial statements, and establishment of liability insurance.

ARTICLE VIII
SELF DEALING TRANSACTIONS

8.1. Purpose. The purpose of the procedures prescribed in this Article VIII is to protect the Corporation's best interest when entering into a transaction or arrangement that also might benefit the private interest of a Director, Officer or employee or marital relation of a Director, Officer or employee.

8.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in this Article VIII.

8.3. Procedures.

(a) *Duty to Inquire*. In its consideration of any action, the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction (as defined below), including determining the nature, scope and details thereof.

"Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

i. Directors, Officers or employees of the School, or blood or marital relations of any of them;

ii. An entity in which a Director, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest;

iii. An entity which employs or otherwise compensates a Director, Officer or employees of the School, or employs or compensates a blood or marital relation of any of them; and/or

iv. Any entity which has, as a member of its board of directors or trustees, a Director, Officer or employee of the School, or a blood or marital relation of any of them.

A Director involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Director." Involved Directors, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Governing Board regarding the nature and extent of his or her relationship to the matter being considered.

(b) *Determining Whether a Self-Dealing Transaction Exists*. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Director shall not participate in the deliberation of or vote on the issue of whether a transaction is a Self-Dealing Transaction.

(c) *Acting on a Self-Dealing Transaction*. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable efforts. An Involved Director shall not participate in this determination. As part of its due diligence, the Governing Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is

fair and reasonable to the Corporation to authorize the Self-Dealing Transaction, provided, an Involved Director shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.

(d) *Violations*. If the Board has reasonable cause to believe that a Director, Officer or employee has violated Article VIII of these Bylaws, it shall conduct further investigation as the Board deems warranted, shall inform the Director, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of Article VIII of these Bylaws has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Director who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination of disciplinary or corrective action.

(e) The procedures prescribed in subparagraphs (a), (b) and (c) above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

8.4 Records of Proceedings. The minutes of the Board of Directors and all committees with Board delegated powers shall contain the names of the persons and entities involve in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those persons' and entities' involvement, actions taken in accordance with this Article, the names or the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE IX
MISCELLEANEOUS PROVISIONS

9.1 Books and Records. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board, and shall keep at the registered or principal office, a record giving the names and addresses of the Directors. All books and records of the corporation may be inspected by any Director or his/her agent or attorney, for any proper purpose at any reasonable time.

9.2 Fiscal Year. The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each year.

9.3 Seal. The Board of Directors may provide a corporate seal which shall have inscribed thereon the name of the corporation and may be in such form as the Board of Directors may determine, and may be used by causing it or a facsimile thereof to be impressed or affixed or in any other manner reproduced.

9.4 Financial Reports. The Board of Directors shall cause an annual, audited financial report to be prepared by a Certified Public Accountant so that it is delivered to the Local Education Authorizer (LEA) an the Georgia Department of Education, Charter Schools Division by required due date.

9.5 Distribution of Assets. In the event the Corporation is dissolved in accordance with applicable federal and state laws, all unencumbered assets shall be distributed to a 501(c)(3) tax exempt nonprofit organization (including, without limitation, others charter schools, authorized and approved in accordance with the applicable laws of the State of Georgia), and determined by a majority of the voting members of the Board then in office.

9.6 Right of Inspection. Each Director, in carrying out his or her duties and responsibilities, has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law. The cost of such inspection and copying shall be borne by the inquiring Director and shall be paid by said Director at the time of the inspection and copying. All books, records and documents of every kind shall remain in the sole custody of the Corporation during the copying process.

9.7. Interpretation of Charter. The Charter and/or applicable federal, state or local law will control when in conflict with these bylaws.

ARTICLE X
INDEMNIFICATION

10.1. Indemnification of Directors and Officers. The Corporation shall, to the fullest extent permitted by applicable law, indemnify its Directors and Officers who were or are a party or are threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal, by reason of the fact that such Director or Officer is or was a Director or Officer of the Corporation or is or was serving at the Corporation's request as a Director, Officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against any obligation to pay a judgment, settlement, penalty, fine, or reasonable expenses incurred with respect to a proceeding if the individual conducted himself in good faith and reasonably believed, in the case of conduct in his official capacity with the Corporation, that his conduct was in the Corporation's best interests, and in all other cases, that his conduct was at least not opposed to its best interests, or in the case of a criminal proceeding, had no reasonable cause to believe his conduct was unlawful.

The Corporation shall not indemnify any Director or Officer in connection with a proceeding by or in the right of the Corporation in which the Director or Officer was adjudged liable to the Corporation, or in connection with any proceeding charging improper personal benefit to the Director or Officer, whether or not involving action in his official capacity, in

which the Director was adjudged liable on the basis that personal benefit was improperly received by the Director.

10.2. Expenses. Expenses incurred by a person covered by Section 10.1 hereof in defending a threatened, pending or completed civil or criminal action, suit or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by such person of his good faith belief that he has met the applicable standards of conduct and to repay such amount if it shall ultimately be determined that such person did not meet the applicable standard of conduct, and a determination is made that the facts then known to those making the determination would not preclude indemnification under this chapter.

10.3. Optional Indemnification. The Corporation may, to the fullest extent permitted by applicable law, indemnify and advance or reimburse expenses for persons in situations other than that covered by this Article X.

10.4. Directors and Officers Insurance. The Board of Directors shall also authorize the purchase of insurance on behalf of any director, officer, employee, or other agent against any liability incurred by him which arises out of such person's status as a director, officer, employee, or agent, whether or not the Corporation would have the power to indemnify the person against that liability under law.

ARTICLE XI
NOTICES

11.1 Attendance as Waiver. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

11.2 Written Waiver. Whenever any notice is required to be given under the provisions of the Georgia Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or the Bylaws of the Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

11.3 Purpose. Neither the business to be transacted at, nor the purpose of any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

ARTICLE XII
AMENDMENTS TO BYLAWS

12.1 Adoption and Effective Date. These Bylaws, which are supplemental to the Georgia Nonprofit Corporation Act, as the same may be in effect from time to time, were amended

adopted as the Bylaws of the Corporation as of the 20th Day of February, 2014, by the Governing Board, and shall be effective as of said date.

12.2 Amendment or Repeal. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds vote of the Directors present at any regular scheduled meeting or at any special meeting of the Board, if at least five (5) days written notice is given of an intention to alter, amend, or repeal these Bylaws or to adopt new Bylaws at such meeting.

12.3 Recording. The text of each amendment to or repeal of these Bylaws shall be attached hereto with a notation of the date of such amendment or repeal.

Article Amended	**Date Amended**	**Approved by**
See attached original bylaws with markups	February _____, 2014	Governing Board of Directors

Appendix 1D

Conflict of Interest Policy

Leadership Preparatory Academy
CONFLICT OF INTEREST POLICY

Article I: Purpose

The purpose of the conflict-of-interest policy is to protect Leadership Preparatory Academy's tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II: Definitions

1. Interested Person
Any director, principal officer, or member of a committee with governing board–delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment, or family

a. An ownership or investment interest in any entity with which the organization has a transaction or arrangement,
b. A compensation arrangement with the organization or with any entity or individual with which the organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III: Procedures

1. Duty To Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board–delegated powers considering the proposed transaction or arrangement. Annually, all members of the board of directors will be asked to complete Leadership Preparatory Academy's Conflict of Interest Form. If a conflict of interest arise completion of the form, such conflict of interest must be fully disclosed.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chair of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts-of-Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the governing board and all committees with board-delegated powers shall contain

a. 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 governing board's or committee's decision as to whether a conflict of interest in fact existed

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings

Article V: Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer, and member of a committee with governing board–delegated powers shall annually sign a statement that affirms such person

a. Has received a copy of the conflict-of-interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining

b. 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 inurement, impermissible private benefit, or in an excess benefit transaction

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring that periodic reviews are conducted.

Appendix 12

Appendix 12A-DCSD
Student Code of Conduct

Appendix 12B-DCSD
Code of Ethics

Appendix 12C
Student and Parent
Compliant Procedure
&
Personnel
Complaint Procedure

Appendix 12A-DCSD
Student Code of Conduct

DeKalb County
School District

CODE OF STUDENT CONDUCT~ STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

2013-2014

ELEMENTARY SCHOOL (K-5) EDITION

PARENT/GUARDIAN
ACKNOWLEDGEMENT OF RECEIPT

Please read and review the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with your child and emphasize your child's role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. **Then, cut along the dotted line and return to your child's school as soon as possible.** Thank you for your support.

Emergency Phone Number	Home Phone Number	Parent/Guardian Signature **(SIGNATURE REQUIRED)**

Student Name	Student Grade	Date

CONSENT FOR STUDENT TO PARTICIPATE IN SURVEYS

Each year, the Georgia Department of Education conducts surveys of 6th through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Please sign below if your child has permission to participate. Refer to the Protection of Pupil Rights Amendment section on page 43 for more information. This survey is separate and distinct from the District Safety Audit, which **ALL** students will be asked to complete.

Parent/Guardian Signature

(SIGNATURE REQUIRED)

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CODE OF STUDENT CONDUCT
STUDENT RIGHTS AND RESPONSIBILITIES
AND CHARACTER DEVELOPMENT HANDBOOK

2013-2014

ELEMENTARY SCHOOL
(K-5)
EDITION

THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

POLICY STATEMENT

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only rigorous courses, highly-qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior so that maximum learning can take place in our schools.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* identifies the rules of student behavior applicable to all DeKalb students and the procedures for imposing discipline on students who violate rules. When punishment must be administered, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* ensures that it is fair and serves the best interests of all students in the School District.

In general, discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Disciplinary actions will be administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

Where appropriate, in light of the nature or severity of the behavioral problem, the disciplinary process may include due consideration of student support services provided by the District and other public entities or community organizations. The Board prefers to reassign disruptive students to alternative educational settings rather than suspend or expel such students from school, where feasible.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Safe Schools and Student Relations.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is implemented pursuant to Board Policy JCD.

THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

PURPOSE

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is intended to inform students in grades K-12 of the types of behaviors that are unacceptable. It is impossible to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether or not it is specifically listed in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and abide by it and any other rules of conduct imposed by the schools they attend. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed to all schools and centers. Prior to the distribution of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook,* it is reviewed with the faculty and staff during preplanning to ensure their understanding.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed and taught to students during the first week of school. **A signed acknowledgement of receipt found on page 2 is required from each student and parent/guardian**. A district-wide **mandatory** test on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

Students who enter the School District during the school year will receive the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and be tested on its contents.

Students sent to in-school suspension for the first time are re-taught and re-tested on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Teachers conduct a more thorough review of the *Code of Student Conduct- Student Rights and Responsibilities and Character Development Handbook* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

Students are urged to ask faculty or staff members for clarification of any part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* they do not understand.

EQUAL EDUCATIONAL OPPORTUNITIES

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, sexual orientation, gender identity, disability, or age. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, sex, sexual orientation, gender identity, disability, or age in any of the District's educational programs, activities, or practices, including implementation of this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

NOTE:

The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that a student did violate the rule?

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LEVEL 5	**Suspension for 10-days with a contract**
***LEVEL 6**	**Long-term Suspension:** Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school **Exceptional Education Student procedures must apply.**
***LEVEL 7**	**Expulsion:** Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, as listed in Level 6 but to continue beyond the current semester - Exclusion from **ALL** units of the District for a specified period of time through permanent expulsion may be applicable **Exceptional Education Student procedures must apply.**

*** A student who brings a firearm to school will be subject to expulsion**

An explanation of the consequences contained in each disciplinary level is found on pages 31-34.

Character Traits Found in the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook*

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students in order to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

RULE		CHARACTER TRAIT
Offense #1:	**Tobacco**	Respect/Responsibility/Caring
Offense #2:	**Electronic Communication Devices**	Respect/Responsibility/Caring
Offenses #3a, 3b:	**Weapons**	Responsibility/Caring/Citizenship
Offenses #4a, 4b:	**Intentional Physical Violence**	Respect/Responsibility/Caring
Offenses #5a, 5b, 5c:	**Drugs/Alcohol**	Responsibility
Offenses #6a, 6b, 6c:	**Property**	Honesty/Respect
Offenses #7a, 7b, 7c, 7d, 7e, 7f, 7g:	**Violence**	Respect/Responsibility/Caring
Offense #8a, 8b:	**Refusal to Follow Instructions**	Respect/Responsibility/Caring
Offense #9:	**Unlawful Absence/Truancy**	Responsibility/Courage/Perseverance
Offense #10:	**Skipping Class**	Responsibility/Courage/Perseverance
Offense #11:	**Classroom Disturbance**	Respect/Responsibility/Caring
Offense #12:	**School Disturbance**	Respect/Responsibility/Citizenship
Offense #13:	**Profanity/Vulgarity/Obscenity**	Responsibility/Respect/Citizenship
Offense #14:	**Failure to Accept Disciplinary Action**	Responsibility/Respect/Courage
Offense #15:	**Chronic Tardiness**	Responsibility/Respect/Courage
Offense #16:	**Bus Misconduct**	Responsibility/Respect/Caring
Offense #17:	**Conduct Outside of School Hours**	Responsibility/Respect/Citizenship
Offense #18:	**Gambling**	Responsibility
Offense #19a:	**Repeated Violations**	Responsibility/Respect/Hope
Offense #19b:	**Violation of Probation**	Responsibility/Respect/Courage
Offense #20:	**Parking and Traffic Violations**	Responsibility/Citizenship
Offense #21:	**Loitering/Trespassing**	Respect/Responsibility/Courage
Offense #22:	**Providing False Information**	Honesty/Respect
Offense #23:	**Inappropriate Sexual Behavior**	Responsibility/Respect/Caring
Offense #24:	**Identification Card Violation**	Responsibility
Offense #25:	**Student Dress Code Violation**	Responsibility/Respect/Citizenship
Offense #26:	**Unsafe Action**	Responsibility/Respect/Citizenship

DEKALB COUNTY SCHOOL DISTRICT

2013-2014 CHARACTER TRAITS

"Intelligence plus character – that is the goal of true education."

-Rev. Martin Luther King Jr.

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

Respect, Responsibility & Caring
Modeling cornerstones of good character

Respect
Showing high regard for self, others and property

Responsibility
Being accountable for your own behavior

Honesty
Being truthful in word and action

Caring
Showing concern for the well being of others

Justice and Fairness
Demonstrating impartial, unbiased and equitable treatment for all

Citizenship
Being an informed, responsible and caring participant in your community

Courage
Doing the right thing in the face of difficulty and following your conscience instead of the crowd

Perseverance
Staying the task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

Hope
Believing you will be successful

**Character Education Informational Handbook & Guide, DPI*

OFFENSES AND CONSEQUENCES

1. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.) on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product at any time on any School District owned/leased property or at any school event, including non-school hours, 24 hours a day, seven days per week**.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

Students in violation of this offense will be referred to the web-based ASPIRE (A Smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire. A Certificate of Completion must be printed and presented to the referring administrator.

2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING PAGING DEVICES, CELLULAR PHONES, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices, during instructional time **(except for approved instructional purposes)** or on school buses. At all other times, all devices must be turned off (not on vibrate) and put away. **Students who violate this section will have their device confiscated and returned only to the parent/guardian.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

STUDENTS MUST NEVER SEND INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME.

3. WEAPONS, EXPLOSIVES AND OTHER DEVICES

NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law states that school districts must have a policy requiring the expulsion of a student from school for at least one year for possession of or for bringing a firearm to school.

A. Students will not possess, use, or handle any weapon or any other tool or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, look-alike firearms, etc.); any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration will include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7	

B. Students will not use, possess or handle water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

NOTE: A student must never touch or handle weapons at any time. Never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

B. Intentional Physical Violence Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury.

State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school (O.C.G.A. § 20-2-751.6). The Due Process Facilitator may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Due Process Facilitator may allow the student to re-enroll at some point when he/she reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Due Process Facilitator may permit the student, at some point, to re-enroll in school.

5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

***As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

NOTE: A student must never touch or handle drugs at any time. Never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

A. Intent/Attempt/Sell/Distribution of Drugs

Students will not sell, attempt or intend to sell, distribute, or attempt or intend to distribute, drugs or substances represented or believed by the student to be drugs and thought by the buyer or receiver to be drugs.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

NOTE: The principal may request from the Superintendent/Designee a referral to a District due process hearing for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.

1ST OFFENSE: The student is suspended for 10 school days. If the parents/guardians and student accept the offer to attend the drug-education program, Gaining Results Intervention/Prevention (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program. If the GRIP program is not successfully completed, the full 10-day suspension shall be imposed.

2ND OFFENSE AND/OR IF THE STUDENT'S CONDUCT IS A FELONY OR DESIGNATED FELONY POSSESSION:

The student is suspended for 10 school days and is referred to a due process hearing, which may impose long-term suspension or expulsion, or assign to an alternative school.

C. Possession and/or Distribution of Drug-Related Paraphernalia

Students will not possess or distribute drug-related paraphernalia. As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers and other items used or related to drug use.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

NOTE: The principal may request from the Superintendent/Designee a referral to a District due process hearing for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.

1ST OFFENSE: The student is suspended for 10 school days with the option to attend the GRIP program to reduce the suspension to five days, as discussed above.

2ND AND SUBSEQUENT OFFENSES: The student is suspended for ten (10) school days.

Prescribed Medications

The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication.

NOTE: Under state law, students with asthma or life-threatening allergies may carry and use their inhalers or auto-injectable epinephrine as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if he/she uses auto-injectable epinephrine or any other medications in a manner other than as prescribed.

6. PROPERTY

A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property

Students will not attempt or threaten to destroy, damage, vandalize, or deface, or set fire to school, public or private property located at the school.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

NOTE: The student must make restitution for any damage to school or personal property caused by his/her behavior while on school property.

B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property

Students will not engage in, attempt or threaten theft; theft by deception of public or private property; extortion; robbery; burglary; possession of stolen property or missing property; possession and/or distribution of counterfeit money/checks/money orders/bank cards.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

NOTE: The student must make restitution for any loss of school or personal property caused by his/her behavior while on school property.

C. Textbooks, Media Center Materials, Computer Equipment/Use

Students will not lose, destroy, deface, and/or inappropriately use textbooks, media center materials, or the computer and computer-related equipment and materials, including but not limited to, inappropriate use/hacking of the Intranet or Internet.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

NOTE: Students must make restitution for any damage caused by the student's behavior. Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

A. Assault

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

NOTE: Threatening witnesses may result in expulsion.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting or making physical contact with teachers, administrators, bus drivers, other school personnel, other students or persons.

NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm or injury, see Offense #4a.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

C. Battery

Students will not cause substantial or visible bodily harm such as substantially blackened eyes, substantially swollen lips or other facial or bodily part, substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm or injury, see Offense #4b.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

D. Aggravated Assault

Students will not use or threaten with a deadly weapon or object which is likely to or actually does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 4 – Suspension of 6-10 days**
Maximum:	**Level 5 – Suspension of 10 days with a contract**

E. Aggravated Battery

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 4 – Suspension of 6-10 days**
Maximum:	**Level 5 – Suspension of 10 days with a contract**

F. Bystander Battery

Students will not become involved in a fight that he/she does not start. A student who does not start a fight, but becomes involved in it, will be charged with Bystander Battery. This offense includes but is not limited to, hitting or kicking another student while that student is fighting another student.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

G. Bullying/Hazing

Students will not threaten, intimidate, harass, make physical contact with or subject another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). **School officials will address even one act of bullying/hazing if necessary.** Violations of this offense code include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems, or using personal equipment during school;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Rumors or spreading of falsehoods;
- Stalking;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, e-mail, blogs, social networking websites (*e.g.*, MySpace, Facebook, etc.), chat rooms, texts, and instant messaging;
- Using cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours. It should be noted that bullying does not involve actions as a result of mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying and hazing violations, please see pages 48-51.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

A student who has engaged in bullying should be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Disciplinary action after the first incident of bullying may include, but is not limited to, the following:

- **Loss of a privilege;**
- **Reassignment of seats in the classroom, cafeteria, or school bus;**
- **Reassignment of classes;**
- **Detention;**
- **In-school suspension;**
- **Out-of-school suspension (through appropriate due process hearing);**
- **Expulsion (through appropriate due process hearing); and**
- **Assignment to an alternative school (through appropriate due process hearing).**

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

A. Rude or Disrespectful Behavior

Students will not be discourteous or use inappropriate language, behavior or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will not refuse to follow the instructions of teachers, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior, etc.).

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will not present unexcused absences or participate in truancy. Excused absences are defined by Georgia law as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service**.**
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than $100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense.

The following applies to all unexcused absences:

Number of Unexcused Absences	School Action Per Occurrence
1 - 2	School notifies the parent of absences.
3 - 5	School notifies the parent of absences and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purpose of discussing the reason for absences and signing an attendance contract.
6 - 7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absences from school.
8+	Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, Division of Family and Children Services, or other agency.

NOTE: Students should not be suspended for attendance-related infractions only.

10. SKIPPING CLASS OR REQUIRED ACTIVITIES

Students will not skip classes and required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

NOTE: Students should not be suspended for attendance-related infractions only.

11. CLASSROOM DISTURBANCE

Students will not commit any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

12. SCHOOL DISTURBANCE

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, **terroristic threats**, **gang-related activities**, walk-outs, sit-downs, **rioting/chaos**, picketing, trespassing, inciting disturbances, threats to the school, pranks, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, etc.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

13. PROFANITY/OBSCENITY

Students will not engage in prohibited conduct that includes, but is not limited to, cursing; profane, vulgar, obscene words or gestures; spitting on another person; possession of obscene material/pornography; and profane, vulgar or obscene comments or actions.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

15. CHRONIC TARDINESS

Students will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

The following applies to all unexcused tardies:

Number of Tardies	Consequences Per Occurrence
1 - 2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students should not be suspended for attendance-related violations only.

16. BUS MISBEHAVIOR

NOTE: See Bus/Bus Stop Rules and Bus Matrix (page 29)

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus. Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

Students will not engage in any conduct, including but not limited to, cyberbullying, outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students, teachers, or other employees of the School District.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 4 – Suspension of 6-10 days**
Maximum:	**Level 5 – Suspension of 10 days with a contract**

NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony (O.C.G.A. § 15-11-63) must be referred directly to the Department of Safe Schools and Student Relations and subject to the Student Placement Protocol as described on page 36.

18. GAMBLING

Students will not engage in prohibited acts of gambling, including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 31-32)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

A. Repeated Violations/Chronic Misbehavior

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitute a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Before a student may be charged with such a violation, the student must be warned of possible consequences and be referred to a school counselor, school social worker, or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

B. Violation of Local School and/or District-Wide Probation

Students will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow **all** District and local school rules may result in possible long-term suspension or expulsion.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-5 days**
	Level 4 – Suspension of 6-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

20. PARKING AND TRAFFIC VIOLATIONS

This violation applies to high school students only.

21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/ TRESPASSING/BREAKING AND ENTERING

Students will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. A student will not enter or remain in any school building on weekends or after school hours without authorization or permission.

NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be referred to law enforcement.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

22. PROVIDING FALSE INFORMATION

Students will not engage in an act of providing false information, including, but not limited to, falsifying school records, forging signatures, making or providing false statements to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

23. INAPPROPRIATE BODILY CONTACT OF A SEXUAL NATURE/SEXUAL BEHAVIOR; SEXUAL MISCONDUCT; SEXUAL HARASSMENT

Students will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 3 – Suspension of 1-3 days**
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

24. STUDENT IDENTIFICATION CARD VIOLATION

Students will not be present on school grounds or attend any school event without proper student identification. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards**.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 31-32)
Maximum	**Level 3 – Suspension of 1-3 days**

25. STUDENT DRESS CODE VIOLATION

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and adhere to the student dress code found on pages 55-56 of this handbook and any additional requirements listed in local school regulations.

The following penalties apply to ALL student dress code violations:

Number of Offenses	Actions of the School
First Offense	Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation
Second Offense	Required parent conference and two (2) days ISS
Third Offense	Contact parent, up to 10 days ISS, local probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing.

26. UNSAFE ACTION

Students will not commit any action that has the potential to cause danger or physical harm to themselves or to others, to include exiting a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to allude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

SCHOOL INITIATED CONSEQUENCES:
Minimum/Maximum: Level 5 – Suspension of 10 days with a contract

BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

AT THE BUS STOP

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the traveled part of the road
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

WHEN THE BUS ARRIVES

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

ON THE BUS

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

LEAVING THE BUS

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood, may result in direct intervention by the school. (See Bus Matrix, on the following page 29)

BUS REFERRAL MATRIX FOR ELEMENTARY STUDENTS

INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES	First Offense	Second Offense	Third Offense	Fourth and Succeeding Offense
Delaying the bus schedule	Level 1	Level 2	Level 3	Level 4
Not sitting in the seat	Level 1	Level 2	Level 3	Level 4
Playing radio, tape, CD, IPOD, MP3 without earphones	Level 1	Level 2	Level 3	Level 4
Disrupting the bus (Excessive Noise)	Level 1	Level 2	Level 3	Level 4
Using inappropriate language (Cursing, name calling directed toward student or adult)	Level 1	Level 2	Level 3	Level 4
Hitting other students	Level 2	Level 3	Level 4	Level 5
Throwing objects in the bus	Level 2	Level 3	Level 4	Level 4
Throwing objects out of the bus window (Without damage to property)	Level 2	Level 3	Level 4	Level 4
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage under $100	Level 4 Damage under $100	Level 5	Level 5	Level 5
Fighting (NO HITTING ZONE)	Level 4	Level 5	Level 5	Level 5
Violating the alcohol/drug policy (Possession/Use)	Level 4	Level 5	Level 5	Level 5
Violating the alcohol/drug policy (Distribution)	Level 5	Level 5	Level 5	Level 5
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage over $100	Level 5 Damage over $100	Level 5	Level 5	Level 5
Exiting the emergency exit while in route	Level 5	Level 5	Level 5	Level 5
Assault	Level 5	Level 5	Level 5	Level 5
Multiple Assault (Physical assault by 2 or more students acting together)	Level 5	Level 5	Level 5	Level 5
Inciting to Riot/Chaos	Level 5	Level 5	Level 5	Level 5
Possession of a Weapon, other than a Firearm	Level 5	Level 5	Level 5	Level 5
***Possession of a Firearm**	**Level 6/7**	**Level 6/7**	**Level 6/7**	**Level 6/7**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension. Consequences for Level 5 **require** a bus suspension and a school suspension.

***A student who brings a firearm to school or on school property will be subject to expulsion** (Level 6/7).

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route to or from school, or to or from a school activity, function, or event;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when the misconduct is directed at a School District student, employee, or volunteer and is related to the victim's affiliation with the School District;
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave); and
- Off school grounds when the misconduct adversely affects the safety and welfare of the school community or the orderly mission and function of the school.

INVESTIGATION OF MISCONDUCT

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not to be true, based on the evidence, that a student did violate the rule?

EXPLANATION OF DISCIPLINARY LEVELS

School Initiated Consequences

Each school is responsible for following the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and applying the appropriate consequences and intervention levels.

Level 1 Conference:

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

Level 2 Intervention: ALL Interventions should be age appropriate and behavior specific.

(Sample List of Interventions)

Referral	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel
Time-Out	Temporary denial of a student's right to attend class
Detention	Detaining a student for disciplinary reasons before or after school hours (including Saturdays)
Staffing	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
Local Probation	Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian
Restricted Activity	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school
In-School Intervention	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
Substance Abuse Education	Required participation in ***GRIP Program** (Gaining Results Intervention/Prevention)
Violence Education	Required participation in ***POINTS Program** (Providing Optional Intervention Needed To Succeed)
Probation	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
Mediation	Referral to conflict mediation
Lockout	Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred

***Programs may be available upon Board Approval of the DeKalb County School District budget.**

ADDITIONAL INTERVENTIONS - SCHOOL DETERMINES USE

Anecdotal Record (Teacher Record)	Behavior Checklist
Referral to Communities in Schools	Counseling
Escort to and from Class/Change of class	Individualized Behavior Contract
Limit Movement (Provide Supervision)	Mentoring
Moving the Student's Seat in class/on the Bus	Probation
Parent Visit the School and Shadow the Student	Referral to School Psychologist
Parent Accompany Student to the Bus Stop	Review for Possible Exceptional Ed. Placement
Referral to School Nurse	Review for Possible 504 Plan
Schedule Change	Tutoring
Modification of the School Day	Written Disciplinary Assignments
Revisit IEP/504 Plan for Additional Modifications	Involvement of Outside Agency (Initiated by parent)

SCHOOL- INITIATED CONSEQUENCES

NOTE: Suspensions may consist of in-school, out-of-school or bus suspensions, as deemed appropriate by school administrators.

Level 3 Suspension (1-3 days): School initiated suspension

Level 4 Suspension (4-10 days): School initiated suspension

Level 5 Suspension of 10 days (with contract): School initiated suspension

DEFINITIONS OF TYPES OF DISCIPLINE

IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the removal of a student from school (or school bus) for one to ten school days, as imposed by the school administrator.

School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request school work and pick up the school work during school hours.

"Long-term Suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. Only the Due Process Facilitator or the Board of Education may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Due Process Facilitator, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. Only the Due Process Facilitator or the Board of Education may impose expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school.

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

ALTERNATIVE SCHOOL (GRADES 6 – 12 ONLY)

A student who is removed from his/her local school for more than 10 school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete his/her alternative school assignment and may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee.

PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Due Process Facilitator, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing.

RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for a final decision.

ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

SELF-DEFENSE

A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where fighting continued after staff intervention. If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

RESTROOMS AND LOCKERS

All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator. ***No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.***

STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the 10 days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion with a District due process hearing.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Due Process Facilitator who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Due Process Facilitators are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Due Process Facilitator, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the beginning of the suspension or a school-initiated arrest by a SRO unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student and his/her parent or guardian and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to the hearing. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Due Process Facilitator with determining whether the student is in violation of an offense and whether punishment must be imposed. The Due Process Facilitator is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Due Process Facilitator will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Due Process Facilitator will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Due Process Facilitator may impose punishment ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians will be contacted the next working day with the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held.

The student's parent/guardian may appeal the Due Process Facilitator's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at **5823 Memorial Drive, Stone Mountain, Georgia, 30083.** This request must be made within twenty (20) calendar days from the date of the decision is rendered.

APPEAL TO BOARD OF EDUCATION

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may review the transcript upon request at the Department of Safe Schools and Student Relations or may order their own copy at their own expense.

The decision of the Board of Education will be based solely on the record created during the District due process hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted.

The Board will make its decision in Executive Session within ten (10) working days after receipt of the written notice of appeal. It has the power to affirm, reverse, or modify the Due Process Facilitator's decision. The Board's decision will be final, unless an appeal is made to the State Board of Education within 30 calendar days of the Board's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if there is a dangerous situation. If yes, proceed to A & B. If no, proceed to #2.

    A. The Special Education Director/Section 504 Chair is notified immediately of a potentially dangerous situation.

    - Special Education/Section 504 Personnel investigate the situation and work with the local school.
    - A plan of action is developed.

    B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.

2. The Special Education Teacher(s), the IEP Manager or the Section 504 Chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's coordinator from Special Education Services/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation of the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.

STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school might pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal or delinquent conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District offers a variety of alternative school programs that afford these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Safe Schools and Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. Parents may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Safe Schools and Student Relations will have three school days following the determination to request review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Safe Schools and Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Safe Schools and Student Relations and any additional information provided by the parties.

Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Safe Schools and Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. By example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Safe Schools and Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* when a student's disciplinary infraction occurs within the school's jurisdiction, as defined on page 30. The normal disciplinary procedures will be followed in these instances.

This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the school's Section 504 Coordinator for students with 504 plans.

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors.

LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property. The School District may use K-9 Units to check vehicles.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

KEEPING WEAPONS OUT OF SCHOOL

KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored activity.

Students may be expelled for bringing weapons to school. Also, bringing weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one-year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one-year expulsion from all DeKalb schools for possession of a firearm.

WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see page 13.)

SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

WHY GET INVOLVED?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.

CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* makes it very clear to all students that weapons cannot be brought to school. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* also includes important information and advice to students about weapons and other dangerous items.

IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

ARRESTED
PLACED IN A POLICE CAR
TAKEN TO JAIL OR A DETENTION CENTER
SENT TO BOOT CAMP
SENTENCED TO JAIL
FINED A LOT OF MONEY
PLACED ON PROBATION
EXPELLED FROM SCHOOL

PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook Conduct* to all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches by the use of gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

Responsibility is knowing what is expected of you.
Responsibility is having high expectations of yourself and others.
Responsibility is making responsible choices.
Responsibility is making the right decision when the wrong decision is easier.
Responsibility is the measure of maturity.

STUDENT RIGHTS AND RESPONSIBILITIES

RESPONSIBILITIES

A. Parent(s)/Guardian Responsibilities

Through dissemination of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to pick-up the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

B. Student Responsibilities

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing; date and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. Such notification should be sent to the student's principal.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

No Child Left Behind (NCLB) mandates that local school officials must notify parents annually at the beginning of the school year of their right to (1) consent to the administration of surveys funded in whole or in part by the U.S. Department of Education, or (2) opt out of the administration of any survey, regardless of funding, if these surveys contain questions from one or more of eight protected areas. These protected areas are: (1) political affiliations and beliefs of students or parents; (2) family mental and psychological problems; (3) sexual behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of close family members and friends; (6) legally recognized privileged or analogous relationships (e.g., lawyers, doctors, etc.); (7) student or parent religious affiliations, or beliefs; or (8) income (other than that required by law) to determine eligibility for program participation or financial assistance. Parents wishing to opt out of such surveys should submit their request to the school on an annual basis.

STUDENT COMPLAINT PROCEDURES

COMPLAINTS OF DISCRIMINATION OR HARASSMENT

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to an administrator or counselor at the school, center or any school event. However, a student may make a direct report to the Title IX Officer at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0181. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5, it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours.

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:

A. Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

C. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Associate Superintendent for Support Services, 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083.

INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services.

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.

- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist, or illegal material.
- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING

Board Policy **Descriptor Code: JCDAG**
Bullying

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers.

A. PROHIBITED BEHAVIORS

The District expressly prohibits the bullying, harassing, or intimidating of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Examples of prohibited behaviors include but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Rumors or spreading of falsehoods;
- Stalking;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, MySpace, Facebook, etc.), chat rooms, texts, and instant messaging;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

All staff, students, and parents or guardians will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

B. REPORTING INCIDENTS OF BULLYING

Bullying may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reports of bullying also may be made by using the District's complaint procedures or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying or who otherwise learns that a student is being bullied must promptly submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the Superintendent or his or her designee.

Students who believe that another student at their school is being bullied are urged to inform a teacher, counselor, administrator or other staff member.

The District prohibits retaliation against any person who reports bullying or participates in an investigation of bullying. Schools shall keep reports of bullying confidential to the extent consistent with a thorough investigation.

An employee who fails to comply with the requirements of this policy may be subject to disciplinary action, up to including termination of employment.

C. RESPONDING TO INCIDENTS OF BULLYING

School staff are expected to intervene immediately when they see a bullying incident occur or upon receipt of any report of bullying. The following actions will be taken when bullying is reported:

1. INVESTIGATION

Upon receipt of any report of bullying, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School police, school counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation.

2. NOTIFICATION

At an appropriate time during or after the investigation, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

3. DISCIPLINARY ACTION

A student who is found in violation of bullying should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Disciplinary action after the first incident of bullying may include, but is not limited to, the following:

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing);
- Assignment to an alternative school (through appropriate due process hearing).

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary Due Process Facilitators, panels, or tribunals.

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

4. FOLLOW UP

Follow up is important to the accused and the victim. Each school must implement a planned method to provide after-care and follow up and to reiterate to the school community the previously stated prohibition on retaliation. If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

GANG-RELATED ACTIVITY

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment. Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities; and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

"Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property;
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

A student who participates in gang-related activities, as defined in this section, will be charged with Offense #12 – School Disturbance. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences enumerated in state law (O.C.G.A. §§ 16-15-3, 16-15-4).

Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867). Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.

HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the local school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified veteran police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as a positive role model for students, serve as a liaison with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terrorist threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1.

CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a Response to Intervention (RtI) process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the RtI process for the initial disruptions to Tier 3 for continuously disruptive behavior. The initial focus of the RtI process is developing and implementing intervention strategies to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair or student support specialist) prior to a referral to a District due process hearing.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks intervention strategies for students with academic, behavior, or other types of problems. SST levels of interventions are implemented only if they are necessary as part of the progression through the tiers of intervention.

Once the student reaches SST/Tier 3, interventions are implemented for a specified period of time. If the strategies at SST/Tier 3 are not successful, based on data from the interventions implemented by the discipline assistant principal and/or teachers as part of the committee, additional alternative interventions and modifications are developed and implemented for an additional specified time. A follow-up SST meeting is scheduled to review the results. The SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a referral is made, special education staff will obtain parental consent to review all SST/RtI records, including all data and all evaluations, and to complete any additional evaluations necessary. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator.

When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Due Process Facilitator or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (Providing Optional Intervention Needed To Succeed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (Gaining Results Intervention/Prevention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Due Process Facilitator or the Board of Education.

SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook;* management of Campus Supervisors assigned to secondary schools; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is students and staff will learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; and (3) provide information on staff awareness of procedures to be followed during a crisis.

Trained audit teams (four to five members per team) will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Associate Superintendent for Support Services, Chief Operating Officer, Regional Superintendent, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see page 26):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

BOARD POLICY SECLUSION AND RESTRAINT
DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.
3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    d. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    e. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    f. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.
4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    g. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    h. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    i. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.
5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

SECTION 504 PROCEDURAL SAFEGUARDS

OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

HEARING REQUEST:

The Request for the Hearing must include the following:

A. The name of the student;

B. The address of the residence of the student;

C. The name of the school the student is attending;

D. The decision that is the subject of the hearing;

E. The requested reasons for review;

F. The proposed remedy sought by the grievant; and

G. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in his/her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

HEARING PROCEDURES:

A. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

B. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

C. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

D. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to

be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

E. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Due Process Facilitator may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

F. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

G. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

H. The hearing shall be closed to the public.

I. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

J. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

K. Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

L. Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

M. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

DECISION:

The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

Dr. Jennifer Jackson-Allen
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980
Email: jennifer_m_jackson-allen@fc.dekalb.k12.ga.us

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Due Process Facilitator (school board members and other District employees are not considered impartial Due Process Facilitators), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

DEKALB COUNTY SCHOOL DISTRICT
SAFE SCHOOL PLEDGE

My individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn.

To help keep my school safe, I pledge to adhere to guidelines established within the *Code of Student Conduct: Student Rights and Responsibilities and Character Development Handbook*. I understand that a violation of serious school rules may result in a 10-day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school or my being assigned to an alternative school/program.

STUDENT: _____
STUDENT SIGNATURE

WITNESSED BY: _____
PARENT/GUARDIAN SIGNATURE

DATE: _____

PLEASE COMPLETE AND RETURN TO THE ASSIGNED SCHOOL.

"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.

The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."

-National PTA

WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME. THEY MAY BE SENT TO THE DEPARTMENT OF SAFE SCHOOLS AND STUDENT RELATIONS, 5823 MEMORIAL DRIVE, STONE MOUNTAIN, GA. 30083

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Department of Safe Schools and Student Relations (678) 676-1811

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, disability, or age in any of the District's educational programs, activities, or practices.

DeKalb County
School District

CODE OF STUDENT CONDUCT~ STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

2013-2014

MIDDLE SCHOOL/HIGH SCHOOL EDITION

PARENT/GUARDIAN
ACKNOWLEDGEMENT OF RECEIPT

Please read and review the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with your child and emphasize your child's role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. **Then, cut along the dotted line and return to your child's school as soon as possible.** Thank you for your support.

Emergency Phone Number	Home Phone Number	Parent/Guardian Signature **(SIGNATURE REQUIRED)**

Student Name	Student Grade	Date

CONSENT FOR STUDENT TO PARTICIPATE IN SURVEYS

Each year the Georgia Department of Education conducts surveys of 6th through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Please sign below if your child has permission to participate. Refer to the Protection of Pupil Rights Amendment section on page 47 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

Parent/Guardian Signature

(SIGNATURE REQUIRED)

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CODE OF STUDENT CONDUCT
STUDENT RIGHTS AND RESPONSIBILITIES
AND CHARACTER DEVELOPMENT HANDBOOK

2013-2014

MIDDLE SCHOOL/HIGH SCHOOL EDITION

THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

POLICY STATEMENT

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only, rigorous courses, highly-qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior so that maximum learning can take place in our schools.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* identifies the rules of student behavior applicable to all DeKalb students and the procedures for imposing discipline on students who violate these rules. When punishment must be administered, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* ensures that it is fair and serves the best interests of all students in the School District.

In general, discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Disciplinary actions will be administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

Where appropriate, in light of the nature or severity of the behavioral problem, the disciplinary process may include due consideration of student support services provided by the District and other public entities or community organizations. The Board prefers to reassign disruptive students to alternative educational settings rather than suspend or expel such students from school, where feasible.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Safe Schools and Student Relations.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is implemented pursuant to Board Policy JCD.

THE CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

PURPOSE

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is intended to inform students in grades K-12 of the types of behaviors that are unacceptable. It is impossible to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether or not it is specifically listed in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and abide by it and any other rules of conduct imposed by the schools they attend. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed to all schools and centers. Prior to the distribution of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook,* it is reviewed with the faculty and staff during preplanning to ensure their understanding.

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is distributed and taught to students during the first week of school. **A signed acknowledgement of receipt found on page 2 is required from each student and parent/guardian**. A district-wide **mandatory** test on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

Students who enter the School District during the school year will receive the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and be tested on its contents.

Students sent to in-school suspension for the first time are re-taught and re-tested on the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Teachers conduct a more thorough review of the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

Students are urged to ask faculty or staff members for clarification of any part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* they do not understand.

EQUAL EDUCATIONAL OPPORTUNITIES

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, sexual orientation, gender identity, disability, or age. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, sex, sexual orientation, gender identity, disability, or age in any of the District's educational programs, activities, or practices, including implementation of this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

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CONSEQUENCES FOR VIOLATIONS

LEVEL 1	**Conference with student and other individuals as needed**
LEVEL 2	**Intervention**
LEVEL 3	**Suspension for 1-3 days**
LEVEL 4	**Suspension for 4-10 days**
LEVEL 5	**Suspension for 10-days with a contract**
LEVEL 6	**Long-term Suspension:** Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school **Exceptional Education Student procedures must apply.**
LEVEL 7	**Expulsion:** Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, as listed in Level 6 but to continue beyond the current semester - Exclusion from **ALL** units of the District for a specified period of time through permanent expulsion may be applicable **Exceptional Education Student procedures must apply.**

An explanation of the consequences contained in each disciplinary level is found on pages 34-37.

NOTE:

Violations of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* with a consequence of Level 6 and 7 require a District due process hearing.

The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be? true than not true, based on the evidence, that the student did or did not violate the rule.

Character Traits Found in the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook*

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students in order to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

RULE		CHARACTER TRAIT
Offense #1:	**Tobacco**	Respect/Responsibility/Caring
Offense #2:	**Electronic Communication Devices**	Respect/Responsibility/Caring
Offenses #3a, 3b:	**Weapons**	Responsibility/Caring/Citizenship
Offenses #4a, 4b:	**Intentional Physical Violence**	Respect/Responsibility/Caring
Offenses #5a, 5b, 5c:	**Drugs/Alcohol**	Responsibility
Offenses #6a, 6b, 6c:	**Property**	Honesty/Respect
Offenses #7a, 7b, 7c, 7d, 7e, 7f, 7g:	**Violence**	Respect/Responsibility/Caring
Offense #8a, 8b:	**Refusal to Follow Instructions**	Respect/Responsibility/Caring
Offense #9:	**Unlawful Absence/Truancy**	Responsibility/Courage/Perseverance
Offense #10:	**Skipping Class**	Responsibility/Courage/Perseverance
Offense #11:	**Classroom Disturbance**	Respect/Responsibility/Caring
Offense #12:	**School Disturbance**	Respect/Responsibility/Citizenship
Offense #13:	**Profanity/Vulgarity/Obscenity**	Responsibility/Respect/Citizenship
Offense #14:	**Failure to Accept Disciplinary Action**	Responsibility/Respect/Courage
Offense #15:	**Chronic Tardiness**	Responsibility/Respect/Courage
Offense #16:	**Bus Misconduct**	Responsibility/Respect/Caring
Offense #17:	**Conduct Outside of School Hours**	Responsibility/Respect/Citizenship
Offense #18:	**Gambling**	Responsibility
Offense #19a:	**Repeated Violations**	Responsibility/Respect/Hope
Offense #19b:	**Violation of Probation**	Responsibility/Respect/Courage
Offense #20:	**Parking and Traffic Violations**	Responsibility/Citizenship
Offense #21:	**Loitering/Trespassing**	Respect/Responsibility/Courage
Offense #22:	**Providing False Information**	Honesty/Respect
Offense #23:	**Inappropriate Sexual Behavior**	Responsibility/Respect/Caring
Offense #24:	**Identification Card Violation**	Responsibility
Offense #25:	**Student Dress Code Violation**	Responsibility/Respect/Citizenship
Offense #26:	**Unsafe Action**	Responsibility/Respect/Citizenship

DEKALB COUNTY SCHOOL DISTRICT
2013-2014 CHARACTER TRAITS

"Intelligence plus character – that is the goal of true education."

-Rev. Martin Luther King Jr.

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

Respect, Responsibility & Caring
Modeling cornerstones of good character

Respect
Showing high regard for self, others and property

Responsibility
Being accountable for your own behavior

Honesty
Being truthful in word and action

Caring
Showing concern for the well being of others

Justice and Fairness
Demonstrating impartial, unbiased and equitable treatment for all

Citizenship
Being an informed, responsible and caring participant in your community

Courage
Doing the right thing in the face of difficulty and following your conscience instead of the crowd

Perseverance
Staying the task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

Hope
Believing you will be successful

**Character Education Informational Handbook & Guide, DPI*

OFFENSES AND CONSEQUENCES

Offenses and consequences with a maximum disciplinary level of Level 5 and below are listed below. Offenses and consequences with a maximum disciplinary level of Level 6 or 7 are discussed in the following section, the Yellow Pages found on pages 18-33.

1. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.) on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product at any time on any School District owned/leased property or at any school event, including non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA)**.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 34-35)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

Students in violation of this offense will be referred to the web-based ASPIRE (A Smoking Prevention Interactive Experience) program at www.mdanderson.org/aspire. A Certificate of Completion must be printed and presented to the referring administrator.

2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING PAGING DEVICES, CELLULAR PHONES, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited to, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices, during instructional time **(except for approved instructional purposes)** or on school buses. At all other times, all devices must be turned off (not on vibrate) and put away. **Students who violate this section will have their device confiscated and returned only to the parent/guardian.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 34-35)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

STUDENTS MUST NEVER SEND INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME.

5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

***As used in this Code of *Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

NOTE: A student must never touch or handle drugs at any time. Never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

C. Possession and/or Distribution of Drug-Related Paraphernalia

A student will not possess or distribute drug-related paraphernalia. As used in this *Code of Student Conduct –Student Rights and Responsibilities and Character Development Handbook*, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers and other items used or related to drug use.

*** This offense relates only to drug-related paraphernalia. Offenses related to possession, use distribution, and sale of drugs, alcohol, or other substances are addressed in Offense 5 – A/ B in the Yellow Pages.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 4 – Suspension of 4-10 days**
Maximum:	**Level 5 – Suspension of 10 days with a contract**

1st Offense: The student is suspended for 10 school days with the option to attend the Gaining Results Intervention/Prevention (GRIP) program to reduce the suspension to five days, as discussed above.

2nd and Subsequent Offenses: The student is suspended for ten (10) school days.

Prescribed Medications

The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication.

NOTE: Under state law, students with asthma or life-threatening allergies may carry and use their inhalers or auto-injectable epinephrine as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if he/she uses auto-injectable epinephrine or any other medications in a manner other than as prescribed.

8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

A. Rude or Disrespectful Behavior

Students will not be discourteous or use inappropriate language, behavior or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 34-35)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will not refuse to follow the instructions of teachers, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior).

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 34-35)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will not present unexcused absences or participate in truancy. Excused absences are defined by Georgia law as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service**.**
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

NOTE: Students 15-17 years of age are reminded that the state of Georgia will suspend their drivers license/permit or not allow them to get one if they have 10 or more unexcused absences in a school year or drop out. (see page #56).

NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than 100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense.

State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school (O.C.G.A. § 20-2-690.1).

The following applies to all unexcused absences:

Number of Unexcused Absences	School Action Per Occurrence
1 - 2	School notifies the parent of absences.
3 - 5	School notifies the parent of absences and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purpose of discussing the reasons for absences and signing an attendance contract.
6 - 7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absences from school.
8+	Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, Department of Family and Children Services or other agency.

NOTE: Students should not be suspended for attendance-related infractions only.

10. SKIPPING CLASS OR REQUIRED ACTIVITIES

Students will not skip classes and required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 34-35)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

NOTE: Students should not be suspended for attendance-related infractions only.

15. CHRONIC TARDINESS

Students will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

The following applies to all unexcused tardies:

Number of Tardies	Consequences Per Occurrence
1 - 2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence.

24. STUDENT IDENTIFICATION CARD VIOLATION

Students will not be present on school grounds or attend any school event without proper student identification. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards**.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 34-35)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

25. STUDENT DRESS CODE VIOLATION

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and adhere to the student dress code found on pages 59-60 of this handbook and any additional requirements listed in local school regulations.

The following penalties apply to ALL student dress code violations:

Number of Offenses	Actions of the School
First Offense	Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation
Second Offense	Required parent conference and two (2) days ISS
Third Offense	Contact parent, up to 10 days ISS, local probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing.

DeKalb County School District

2013-2014 YELLOW PAGES

All of the violations found in the yellow pages may result in a 10-day suspension from school and a request for long/term suspension or expulsion.

Each violation in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated.

SCHOOL INITIATED CONSEQUENCES	
LEVEL 1	**Conference with student and other individuals as needed**
LEVEL 2	**Intervention**
LEVEL 3	**Suspension for 1-3 days**
LEVEL 4	**Suspension for 4-10 days**
LEVEL 5	**Suspension for 10-days with a contract**
LEVEL 6	**Long-term Suspension:** Required 10-day suspension served by the student and District due process hearing **Exceptional Education Student procedures must apply.**
LEVEL 7	**Expulsion:** Required 10-day suspension served by the student and District due process hearing **Exceptional Education Student procedures must apply.**

Violations of the Code of Conduct with a consequence of Level 6 or 7 require a 10 day suspension and a due process hearing. However, violations that occur within the last 10 days of the school year will result in a suspension through the end of the current school year followed by a due process hearing. Initial school suspensions may not extend into the next school year.

Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 32)

3. WEAPONS, EXPLOSIVES AND OTHER DEVICES

NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law states that school districts must have a policy requiring the expulsion of a student from school for at least one year for possession of or for bringing a firearm to school.

A. Students will not possess, use, or handle any weapon or any other tool or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, look-alike firearms, etc.); any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

B. Students will not use, possess or handle water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Maximum: Level 6 – Long-Term Suspension
A required 10-day suspension must be served and a District due process hearing held for Level 6

NOTE: A student must never touch or handle weapons at any time. Never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee.

SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

B. Intentional Physical Violence Causing Physical Harm

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury.

SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school (O.C.G.A. § 20-2-751.6). The law applies to all students in grades K-12. The Due Process Facilitator may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Due Process Facilitator may allow the student to re-enroll at some point when he/she reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Due Process Facilitator may permit the student at some point to reenroll in school.

5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

***As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

NOTE: A student must never touch or handle drugs at any time. Never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

A. Intent/Attempt/Sell/Distribution of Drugs

Students will not sell, attempt or intend to sell, distribute, or attempt or intend to distribute, drugs or substances represented or believed by the buyer or receiver to be drugs.

SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs.

SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

1st Offense: The student is suspended for 10 school days. If the parents/guardians and student accept the offer to attend the drug-education program, Gaining Results Intervention/Prevention (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program. If the GRIP program is not successfully completed, the full 10-day suspension shall be imposed.

2nd OFFENSE AND/OR IF THE STUDENT'S CONDUCT IS A FELONY OR DESIGNATED FELONY POSSESSION:

The student is suspended for 10 school days and is referred to a due process hearing, which may impose long-term suspension, expulsion, and/or assignment to an alternative school.

6. PROPERTY

A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property

Students will not attempt or threaten to destroy, damage, vandalize, or deface, or set fire to school, public or private property located at the school.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

NOTE: The student must make restitution for any damage to school or personal property caused by his/her behavior while on school property.

B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property

Students will not engage in, attempt or threaten theft; theft by deception of public or private property; extortion; robbery; burglary; possession of stolen property or missing property; possession and/or distribution of counterfeit money/checks/money orders/bank cards.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 34-35)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

NOTE: The student must make restitution for any loss of school or personal property caused by his/her behavior while on school property.

C. Textbooks, Media Center Materials, Computer Equipment/Use

Students will not lose, destroy, deface, and/or inappropriately use textbooks, media center materials, or the computer and computer-related equipment and materials, including but not limited to, inappropriate use/hacking of the Intranet or Internet.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 34-35)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

NOTE: Students must make restitution for any damage caused by the student's behavior. Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

A. Assault

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

NOTE: Threatening witnesses may result in expulsion.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 34-35)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting or making physical contact with teachers, administrators, bus drivers, other school personnel, other students or persons.

NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

C. Battery

Students will not cause substantial or visible bodily harm such as substantially blackened eyes, substantially swollen lips or other facial or bodily part, substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

NOTE: If the incident involves intentional physical injury to a School District employee not causing physical harm/injury, see Offense #4b.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

D. Aggravated Assault

Students will not use or threaten with a deadly weapon or object which is likely to or actually does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

E. Aggravated Battery

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

F. Bystander Battery

Students will not become involved in a fight that he/she does not start. A student who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another student while that student is fighting another student.

SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7

G. Bullying/Hazing

Students will not threaten, intimidate, harass, make physical contact with or subject another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). **School officials will address even one act of bullying/hazing if necessary.** Violations of this offense code include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems, or using personal equipment during school;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Rumors or spreading of falsehoods;
- Stalking;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, MySpace, Facebook, etc.), chat rooms, texts, and instant messaging;
- Using cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours. It should be noted that bullying does not involve actions as a result of mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying and hazing violations, please see pages 52-55.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 5 – Suspension of 10 days with a contract**
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

A student who has engaged in bullying should be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Disciplinary action after the first incident of bullying may include, but is not limited to, the following:

- **Loss of a privilege;**
- **Reassignment of seats in the classroom, cafeteria, or school bus;**
- **Reassignment of classes;**
- **Detention;**
- **In-school suspension;**
- **Out-of-school suspension (through appropriate due process hearing);**
- **Expulsion (through appropriate due process hearing); and**
- **Assignment to an alternative school (through appropriate due process hearing).**

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process hearing by disciplinary Due Process Facilitators, panels, or tribunals (O.C.G.A. § 20-2-751.4).

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

11. CLASSROOM DISTURBANCE

Students will not commit any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 34-35)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

12. SCHOOL DISTURBANCE

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, **terroristic threats**, **gang-related activities**, walk-outs, sit-downs, **rioting/chaos**, picketing, trespassing, inciting disturbances, threats to the school, pranks, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, etc.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

13. PROFANITY/OBSCENITY

Students will not engage in conduct that includes, but is not limited to, cursing; profane, vulgar, obscene words or gestures; spitting on another person; possession of obscene material/pornography; and profane, vulgar or obscene comments or actions.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

16. BUS MISBEHAVIOR

NOTE: See Bus/Bus Stop Rules and Bus Matrix (pages 31-32)

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus. Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

Students will not engage in any conduct, including but not limited to, cyberbullying, outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students, teachers, or other employees of the School District.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony (O.C.G.A. § 15-11-63) must be referred directly to the Department of Safe Schools and Student Relations and subject to the Student Placement Protocol as described on page 40.

18. GAMBLING

Students will not engage in acts of gambling including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

A. Repeated Violations/Chronic Misbehavior

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitute a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Before a student may be charged with such a violation, the student must be warned of possible consequences and be referred to a school counselor, school social worker, or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

B. Violation of Local School and/or District-Wide Probation

Students will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow **all** District and local school rules could result in possible long-term suspension or expulsion.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7

20. PARKING AND TRAFFIC VIOLATIONS

Students will not violate parking and traffic guidelines if they drive a vehicle to school. Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. **Parking permits must be renewed upon expiration.**

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 34-35)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

NOTE: Penalty may include revocation of parking permit or towing of vehicle off campus at the student's expense.

21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/TRESPASSING/BREAKING AND ENTERING

Students will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. A student will not enter or remain in any school building on weekends or after school hours without authorization or permission.

NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be referred to law enforcement.

SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 34-35)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
	Level 5 – Suspension of 10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7	

22. PROVIDING FALSE INFORMATION

Students will not engage in an act of providing false information including, but not limited to, falsifying school records, forging signatures, making or providing false statements, to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion

A required 10-day suspension must be served and a due process hearing held for Level 6-7

23. INAPPROPRIATE BODILY CONTACT OF A SEXUAL NATURE/SEXUAL BEHAVIOR; SEXUAL MISCONDUCT; SEXUAL HARASSMENT

Students will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, nonconsensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 34-35)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion

A required 10-day suspension must be served and a due process hearing held for Level 6-7

26. UNSAFE ACTION

Students will not commit any action that has the potential to cause danger or physical harm to themselves or to others, to include exiting a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to allude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 5 – Suspension of 10 days with a contract
Maximum: Level 6 – Long-Term Suspension

A required 10-day suspension must be served and a due process hearing held for Level 6-7

BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

AT THE BUS STOP

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the traveled part of the road
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

WHEN THE BUS ARRIVES

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

ON THE BUS

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

LEAVING THE BUS

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 32)

BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES	First Offense	Second Offense	Third Offense	Fourth and Succeeding Offense
Delaying the bus schedule	Level 1	Level 2	Level 3	Level 4
Not sitting in the seat	Level 1	Level 2	Level 3	Level 4
Playing radio, tape, CD, IPOD, MP3 without earphones	Level 1	Level 2	Level 3	Level 4
Disrupting the bus (Excessive Noise)	Level 1	Level 2	Level 3	Level 4
Using inappropriate language (Cursing, name calling directed toward student or adult)	Level 1	Level 2	Level 3	Level 4
Hitting other students	Level 2	Level 3	Level 4	Level 5
Throwing objects in the bus	Level 2	Level 3	Level 4	Level 4
Throwing objects out of the bus window (Without damage to property)	Level 2	Level 3	Level 4	Level 4
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage under $100	Level 4 Damage under $100	Level 5	Level 6	Level 6
Fighting (NO HITTING ZONE)	Level 5	Level 6	Level 6	Level 6
Violating the alcohol/drug policy (Possession/Use)	Level 5	Level 6	Level 6	Level 6
Violating the alcohol/drug policy (Distribution)	Level 6	Level 6	Level 6	Level 6
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage over $100	Level 6 Damage over $100	Level 6	Level 6	Level 6
Exiting the emergency exit while in route	Level 6	Level 6	Level 6	Level 6
Assault	Level 6	Level 6	Level 6	Level 6
Multiple Assault (Physical assault by 2 or more students acting together)	Level 6	Level 6	Level 6	Level 6
Inciting to Riot/Chaos	Level 6	Level 6	Level 6	Level 6
Possession of a Weapon, other than a Firearm	Level 6	Level 7	Level 7	Level 7
Possession of a Firearm	**Expulsion**	**Expulsion**	**Expulsion**	**Expulsion**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route to or from school, or to or from a school activity, function, or event;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when the misconduct is directed at a School District student, employee, or volunteer and is related to the victim's affiliation with the School District;
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave); and
- Off school grounds when the misconduct adversely affects the safety and welfare of the school community or the orderly mission and function of the school.

INVESTIGATION OF MISCONDUCT

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule?

EXPLANATION OF DISCIPLINARY LEVELS

School Initiated Consequences

Each school is responsible for following the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and applying the appropriate consequence and intervention levels.

Level 1 Conference:

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

Level 2 Intervention: ALL Interventions should be age appropriate and behavior specific.

(Sample List of Interventions)

Referral	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel
Time-Out	Temporary denial of a student's right to attend class
Detention	Detaining a student for disciplinary reasons before or after school hours (including Saturdays)
Staffing	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
Local Probation	Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian
Restricted Activity	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school
In-School Intervention	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
Substance Abuse Education	Required participation in ***GRIP Program** (Gaining Results Intervention/Prevention)
Violence Education	Required participation in ***POINTS Program** (Providing Optional Intervention Needed To Succeed)
Probation	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
Mediation	Referral to conflict mediation
Lockout	Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred

***Programs may be available upon Board Approval of the DeKalb County School District budget.**

ADDITIONAL INTERVENTIONS - SCHOOL DETERMINES USE

Anecdotal Record (Teacher Record)
Referral to Communities in Schools
Escort to and From Class/Change of Class
Limit Movement (Provide Supervision)
Moving the Student's Seat in Class/on the Bus
Parent Visit the School and Shadow the Student
Parent Accompany Student to the Bus Stop
Referral to School Nurse
Schedule Change
Modification of the School Day
Revisit IEP/Section 504 Plan for Additional Modifications
Involvement of Outside Agency (Initiated by parent)
Behavior Checklist
Counseling
Individualized Behavior Contract
Mentoring
Probation
Referral to School Psychologist
Review for Possible Exceptional Ed. Placement
Review for Possible 504 Plan
Tutoring
Written Disciplinary Assignments

SCHOOL- INITIATED CONSEQUENCES

NOTE: Suspensions may consist of in-school, out-of-school or bus suspensions, as deemed appropriate by school administrators.

Level 3 **Suspension (1-3 days): School initiated suspension**

Level 4 **Suspension (4-10 days): School initiated suspension**

Level 5 **Suspension of 10 days (with contract): School initiated suspension**

Level 6 and 7 Violations: **Out of School Suspension for more than 10 days -** Require a District due process hearing with appropriate consequences levied by the Due Process Facilitator or the Board of Education

Level 6 **Long-Term Suspension:** A long-term suspension is beyond 10 days through the current semester. During the suspension, one or more of the following decisions will be rendered:

A. **Suspension:** The student is removed from all programs of the School District for a specified length of time up to the end of the current semester.

B. **Assignment to an Alternative School or an Alternative Program:** The Due Process Facilitator or the Board of Education may require that the student be assigned to an alternative educational placement during the long-term suspension.

C. **Allowed to Remain in the Local School with Additional Consequences:** The Due Process Facilitator the Board of Education may require that the student participate in in-school suspension, community service, be placed on school-based social restriction, attend the **GRIP (**Gaining Results Intervention/Prevention), **POINTS** (Providing Optional Intervention Needed To Succeed) or other consequences as deemed appropriate.

D. **No Further Action:** The Due Process Facilitator or Board of Education will allow the student to to return to the local school at the end of any outstanding suspension and no further consequences will be assigned.

Level 7 **Expulsion:** The denial of a student's right to attend school and school sponsored activities beyond the current semester. The student may or may not be assigned alternative education during this time as deemed appropriate and/or in compliance with state/federal law. This decision may only be rendered by the Due Process Facilitator or the DeKalb Board of Education.

DEFINITIONS OF TYPES OF DISCIPLINE

IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the removal of a student from school (or school bus) for one to ten school days, as imposed by the school administrator.

School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request school work and pick up the school work during school hours.

"Long-term Suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. Only the Due Process Facilitator or the Board of Education may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Due Process Facilitator, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. Only the Due Process Facilitator or the Board of Education may impose expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school.

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than 10 school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete his/her alternative school assignment and may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee.

PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Due Process Facilitator, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing.

RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

SELF-DEFENSE

A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where fighting continued after staff intervention. If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

RESTROOMS AND LOCKERS

All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator. ***No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.***

STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

The DeKalb County School District has adopted a set of procedural safeguards that afford students <u>greater due process than the law requires</u>. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the 10 days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Due Process Facilitator who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Due Process Facilitators are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Due Process Facilitator, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a SRO unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student and his/her parent or guardian and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to the hearing. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Due Process Facilitator with determining whether the student is in violation of an offense and whether punishment must be imposed. The Due Process Facilitator is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Due Process Facilitator will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Due Process Facilitator will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Due Process Facilitator may impose punishment ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians will be contacted the next working day with the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held.

The student's parent/guardian may appeal the Due Process Facilitator's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083.*** This request must be made within twenty (20) calendar days from the date the decision is rendered.

APPEAL TO BOARD OF EDUCATION

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may review the transcript upon request at the Department of Safe Schools and Student Relations or may order their own copy at their own expense.

The decision of the Board of Education will be based solely on the record created during the District due process hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted.

The Board will make its decision in Executive Session within ten (10) working days after receipt of the written notice of appeal. It has the power to affirm, reverse, or modify the Due Process Facilitator's decision. The Board's decision will be final, unless an appeal is made to the State Board of Education within 30 calendar days of the Board's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if there is a dangerous situation. If yes, proceed to A & B. If no, proceed to #2.

    A. The Special Education Director/Section 504 Chair is notified immediately of a potentially dangerous situation.

    - Special Education/Section 504 Personnel investigate the situation and work with the local school.
    - A plan of action is developed.

    B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.

2. The Special Education teacher(s), the IEP manager or the Section 504 chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's coordinator from Special Education Services/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation of the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.

STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal or delinquent conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District offers a variety of alternative school programs that afford these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Safe Schools and Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. Parents may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Safe Schools and Student Relations will have three school days following the determination to request review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Safe Schools and Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Safe Schools and Student Relations and any additional information provided by the parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Safe Schools and Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. By example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Safe Schools and Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* when a student's disciplinary infraction occurs within the school's jurisdiction, as defined on page 33. The normal disciplinary procedures will be followed in these instances.

This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors.

LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property. The School District may use K-9 Units to check vehicles.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

KEEPING WEAPONS OUT OF SCHOOL

KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored activity.

Students may be expelled for bringing weapons to school. Also, bringing weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one-year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one-year expulsion from all DeKalb schools for possession of a firearm.

WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see page 19.)

SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

WHY GET INVOLVED?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.

DO YOU REALLY WANT TO LOSE YOUR DRIVER'S LICENSE?

That's right! You will lose your Driver's License or your Learner's License, or you will be prevented from receiving your Driver's or Learner's License if you have a weapon at school. That's the law in Georgia, according to the *Teenage and Adult Driver Responsibility Act*. This law requires schools to report students who have brought weapons to school not only to the police but also to the Department of Driver Services so that the student's Driver's License or Learner's License can be revoked.

A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that ma keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* makes it very clear to all students that weapons cannot be brought to school. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* also includes important information and advice to students about weapons and other dangerous items.

IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

ARRESTED
PLACED IN A POLICE CAR
TAKEN TO JAIL OR A DETENTION CENTER
SENT TO BOOT CAMP
SENTENCED TO JAIL
FINED A LOT OF MONEY
PLACED ON PROBATION
EXPELLED FROM SCHOOL

PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook Conduct* to all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches by the use of gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

Responsibility is knowing what is expected of you.
Responsibility is having high expectations of yourself and others.
Responsibility is making responsible choices.
Responsibility is making the right decision when the wrong decision is easier.
Responsibility is the measure of maturity.

STUDENT RIGHTS AND RESPONSIBILITIES

RESPONSIBILITIES

A. Parent(s)/Guardian Responsibilities

Through dissemination of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to get the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

B. Student Responsibilities

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing; date and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. Such notification should be sent to the student's principal.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

No Child Left Behind (NCLB) mandates that local school officials must notify parents annually at the beginning of the school year of their right to (1) consent to the administration of surveys funded in whole or in part by the U.S. Department of Education, or (2) opt out of the administration of any survey, regardless of funding, if these surveys contain questions from one or more of eight protected areas. These protected areas are: (1) political affiliations and beliefs of students or parents; (2) family mental and psychological problems; (3) sexual behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of close family members and friends; (6) legally recognized privileged or analogous relationships (e.g., lawyers, doctors, etc.); (7) student or parent religious affiliations, or beliefs; or (8) income (other than that required by law) to determine eligibility for program participation or financial assistance. Parents wishing to opt out of such surveys should submit their request to the school on an annual basis.

STUDENT COMPLAINT PROCEDURES

COMPLAINTS OF DISCRIMINATION OR HARASSMENT

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to an administrator or counselor at the school, center or any school event. However, a student may make a direct report to the Title IX Officer at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0181. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5, it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours.

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:

A. Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

C. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Associate Superintendent for Support Services, 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083.

INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING

Board Policy **Descriptor Code: JCDAG**
Bullying

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers.

A. PROHIBITED BEHAVIORS

The District expressly prohibits the bullying, harassing, or intimidating of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Examples of prohibited behaviors include but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Rumors or spreading of falsehoods;
- Stalking;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, MySpace, Facebook, etc.), chat rooms, texts, and instant messaging;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

All staff, students, and parents or guardians will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*.

B. REPORTING INCIDENTS OF BULLYING

Bullying may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reports of bullying also may be made by using the District's complaint procedures or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying or who otherwise learns that a student is being bullied must promptly submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the Superintendent or his or her designee.

Students who believe that another student at their school is being bullied are urged to inform a teacher, counselor, administrator or other staff member.

The District prohibits retaliation against any person who reports bullying or participates in an investigation of bullying. Schools shall keep reports of bullying confidential to the extent consistent with a thorough investigation.

An employee who fails to comply with the requirements of this policy may be subject to disciplinary action, up to including termination of employment.

C. RESPONDING TO INCIDENTS OF BULLYING

School staff are expected to intervene immediately when they see a bullying incident occur or upon receipt of any report of bullying. The following actions will be taken when bullying is reported:

1. INVESTIGATION

Upon receipt of any report of bullying, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School police, school counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation.

2. NOTIFICATION

At an appropriate time during or after the investigation, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

3. DISCIPLINARY ACTION

A student who is found in violation of bullying should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Disciplinary action after the first incident of bullying may include, but is not limited to, the following:

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing);
- Assignment to an alternative school (through appropriate due process hearing)

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary Due Process Facilitators, panels, or tribunals.

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

4. FOLLOW UP

Follow up is important to the accused and the victim. Each school must implement a planned method to provide after-care and follow up and to reiterate to the school community the previously stated prohibition on retaliation. If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

GANG-RELATED ACTIVITY

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment. Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities; and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

"Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property;
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 – School Disturbance. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences enumerated in state law (O.C.G.A. §§ 16-15-3, 16-15-4).

Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867). Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.

HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified veteran police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1.

TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Under Georgia law, if a student under the age of 18 drops out of school without graduating and has remained out of school for 10 consecutive days, or has more than 10 school days of unexcused absences in the current or previous school year, notice will be given by the DeKalb County School District to the Department of Driver Services, as required by O.C.G.A. § 40-5-22. The student's driver's license may then be suspended by the state of Georgia for up to one year. A student's driver's license will be suspended by the state of Georgia for up to one year if the student is found in violation by a District due process hearing of:

- Threatening, striking or causing bodily harm to a teacher or other school personnel or causing substantial physically injury to another person or student;
- Possession or sale of drugs or alcohol on school grounds or at a school sponsored event; and/or
- Possession or use of a weapon on school grounds or at a school sponsored event;
- Sexual offenses as enumerated in Chapter 6 of Title 16 O.C.G.A.

CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a Response to Intervention (RtI) process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the RtI process for the initial disruptions to Tier 3 for continuously disruptive behavior. The initial focus of the RtI process is developing and implementing intervention strategies to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair or student support specialist) prior to a referral to a District due process hearing.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks intervention strategies for students with academic, behavior, or other types of problems. SST levels of interventions are implemented only if they are necessary as part of the progression through the tiers of intervention.

Once the student reaches SST/Tier 3, interventions are implemented for a specified period of time. If the strategies at SST/Tier 3 are not successful, based on data from the interventions implemented by the discipline assistant principal and/or teachers as part of the committee, additional alternative interventions and modifications are developed and implemented for an additional specified time. A follow-up SST meeting is scheduled to review the results. The SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a referral is made, special education staff will obtain parental consent to review all SST/RtI records, including all data and all evaluations, and to complete any additional evaluations necessary. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator.

When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Due Process Facilitator or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (Providing Optional Intervention Needed To Succeed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (Gaining Results Intervention/Prevention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Due Process Facilitator or the Board of Education.

SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook;* management of Campus Supervisors assigned to secondary schools; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is students and staff will learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; and (3) provide information on staff awareness of procedures to be followed during a crisis.

Trained audit teams (four-five members per team) will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Associate Superintendent for Support Services, Chief Operating Officer, Regional Superintendents, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see page 17):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

BOARD POLICY SECLUSION AND RESTRAINT
DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

SECTION 504 PROCEDURAL SAFEGUARDS

OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

HEARING REQUEST:

The Request for the Hearing must include the following:

A. The name of the student;

B. The address of the residence of the student;

C. The name of the school the student is attending;

D. The decision that is the subject of the hearing;

E. The requested reasons for review;

F. The proposed remedy sought by the grievant; and

G. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

HEARING PROCEDURES:

A. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

B. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

C. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

D. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

E. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Due Process Facilitator may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

F. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

G. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

H. The hearing shall be closed to the public.

I. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

J. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

K. Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

L. Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

M. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

DECISION:

The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

Dr. Jennifer Jackson-Allen
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980
Email: jennifer_m_jackson-allen@fc.dekalb.k12.ga.us

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Due Process Facilitator (school board members and other District employees are not considered impartial Due Process Facilitators), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

DEKALB COUNTY SCHOOL DISTRICT
SAFE SCHOOL PLEDGE

My individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn.

To help keep my school safe, I pledge to adhere to guidelines established within the *Code of Student Conduct: Student Rights and Responsibilities and Character Development Handbook*. I understand that a violation of serious school rules may result in a 10-day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school or my being assigned to an alternative school/program.

STUDENT: _____

STUDENT SIGNATURE

WITNESSED BY: _____

PARENT/GUARDIAN SIGNATURE

DATE: _____

PLEASE COMPLETE AND RETURN TO THE ASSIGNED SCHOOL.

"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.

The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."

-National PTA

WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME. THEY MAY BE SENT TO THE DEPARTMENT OF SAFE SCHOOLS AND STUDENT RELATIONS, 5823 MEMORIAL DRIVE, STONE MOUNTAIN, GA. 30083.

BOARD OF EDUCATION

DR. MELVIN JOHNSON, CHAIR
MR. JAMES L. "JIM" MCMAHAN, VICE CHAIR
MR. DAVID CAMPBELL
DR. KAREN D. CARTER
MR. JOHN W. COLEMAN
DR. MICHAEL A. ERWIN
MR. THAD MAYFIELD
DR. JOYCE MORLEY
MR. MARSHALL D. ORSON

MR. MICHAEL L. THURMOND, INTERIM SUPERINTENDENT

Department of Safe Schools and Student Relations (678) 676-1811

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, gender identity, disability, or age in any of the District's educational programs, activities, or practices.

Appendix 12B-DCSD
Code of Ethics

CODE OF ETHICS

Board Policy **Descriptor Code: BH**
Board Code of Ethics

The DeKalb County Board of Education, desiring to carry out its responsibilities in the most ethical and conscientious manner possible, adopts the following Board Member Ethics Policy.

A. Board Member Code of Ethics

The following Code of Ethics shall be binding on each Board member:

1. The fundamental role of the Board of Education shall be to establish effective policies for the governance of the District. Board members shall leave the administration of the District to the Superintendent and shall not interfere with the day-to-day operations of the District.

2. Board members shall make the educational welfare and academic achievement of the District's students their top priority.

3. Board members shall work with each other in a spirit of harmony and cooperation even when there are differences of opinion. Board members shall interact with each other in a respectful and professional manner. Disagreements among Board members shall be handled in a professional and non-confrontational manner.

4. Board members shall attend all Board meetings insofar as possible, shall review the Board packet provided by the Administration, and shall endeavor to be well informed before voting on an issue.

5. Board members shall be familiar with the Board policies in effect during their tenure in office.

6. Board members shall act in the best interest of the entire District and not a particular segment of the District.

7. Board members shall carry out the duties of their office in a fair and impartial manner, un-swayed by partisan bias or special interest groups of any kind.

8. Board members shall base all decisions on the best available facts and data.

9. Board members shall abide by decisions reached by a majority of the Board and shall not undermine or diminish the Board's decisions.

10. Board members shall not provide intentionally misleading information to other Board members, the Administration, or the public.

11. A Board member who shares pertinent information about an item of Board business with one or more Board members shall share the information with all Board members so all Board members can be equally prepared at Board meetings.

12. Board members shall recognize that the authority to make decisions, to commit the Board to actions, or to act for the District rests with the Board as a whole acting in legally convened meetings and not with individual Board members.

13. Board members shall bring community complaints to the attention of the Superintendent or his/her designee so that proper administrative channels may be followed to resolve the matter.

14. Board members who are asked to intervene with the Administration on behalf of a parent, employee, or other individual shall direct the individual to the proper administrative channel.

15. Board members shall direct any request for the assistance of School District personnel to the Superintendent.

16. Board members shall interact with the District's employees in a respectful and professional manner. Board members who disagree with a staff recommendation shall express such disagreement in a professional and non-confrontational manner.

17. Board members shall not disclose to anyone confidential or privileged information, including information discussed and documents distributed during executive session.

18. Board members shall participate in all training programs required by Board policy, state law, or the State Board of Education.

19. Board members seeking reelection shall not solicit financial or any other support from School District employees or vendors.

20. Board members shall not use School District resources for their own personal interests, nor shall they use School District resources for community programs without the approval of the Board.

21. Board members shall not use or lead others to believe they will use their influence to obtain employment, promotion, or business opportunities within the School District for any individual.

22. A Board member shall not vote or otherwise participate in discussions, deliberations or decisions in any student appeal, Fair Dismissal proceeding, employee discipline matter, or employee grievance involving a relative of that Board member.

23. Board members shall not accept any monetary fee or honorarium for a speaking engagement or for participating in a seminar, panel discussion, or other activity that directly relates to the official duties of the Board member or the Board member's office.

24. Board members shall comply with the state Open Meetings and Open Records laws.

25. Board members who are attorneys shall not represent clients in any action or proceeding against the School District or its employees.

26. A Board member shall not vote or otherwise participate in discussions, deliberations, or decisions on any contract or expenditure involving a business or entity in which the Board member or a relative of the Board member has a financial interest.

27. Board members shall not solicit or accept gifts, loans, gratuities, entertainment, transportation, lodging or meals, except those of value less than $50.00, from any person or entity that, to their knowledge, is interested directly or indirectly in business dealings with the School District.

28. Board members shall abstain from voting on the employment or promotion of a relative. The vote on such a matter shall be conducted in public, recorded, and handled as a separate matter from any other personnel matter.

29. A Board member shall not vote or otherwise participate in discussions, deliberations, or decisions on any matter in which a reasonable person would consider the Board member to have a conflict of interest.

30. Board members shall comply with the Board Member Conflict of Interest Policy set forth in Board Policy BHA.

B. Abstention

Whenever a Board member is required by this policy to refrain from voting on a matter, the Board member shall fully disclose the reason for not voting to the other Board members and the public.

C. Ethics Oath

At the first meeting of each calendar year (or as soon thereafter as possible), all Board members shall publicly swear or affirm their commitment to comply with the Board Member Ethics Policy, as set forth in Board Policy BH, and the Board Member Conflict of Interest Policy, as set forth in Board Policy BHA. The Ethics Oath, which shall be in addition to the Board member’s oath of office, shall read as follows.

ETHICS OATH

As a member of the DeKalb County Board of Education, I hereby swear or affirm my commitment to comply with the Board Member Ethics Policy, as set forth in Board Policy BH, and the Board Member Conflict of Interest Policy, as set forth in Board Policy BHA.

Signature: _____

Date: _____

D. Definition of Relative

As used in this policy, the term "relative" shall include the spouse, child, grandchild, sibling, and parent of a Board member; the child, grandchild, sibling, and parent of a Board member's spouse; and the spouse of a Board member's child, grandchild, sibling, or parent.

E. Board Training

Upon being elected, reelected, or appointed to the Board, Board members shall be required to attend a training program on the Board Member Ethics Policy and the Board Member Conflict of Interest Policy. Such training shall be completed within 90 days of taking office and shall be repeated every two years while the Board member is in office.

The training program shall last at least two hours and shall address appropriate Board member behavior, an explanation of the conduct prohibited by the Board Member Ethics Policy and the Board Member Conflict of Interest Policy, and a review of the procedures for enforcement of the Ethics and Conflict of Interest Policies.

The Board may contract with an institution of the University System of Georgia, the Georgia School Boards Association, or some other qualified agency, organization or individual qualified to perform such training. The cost of the training shall be paid by the School District.

F. Enforcement of Ethics and Conflict of Interest Policies

A Board member who believes in good faith that another Board member has violated the Board Member Ethics Policy or the Board Member Conflict of Interest Policy shall ask the Board Chair to convene an Executive Session of the Board. Upon such a request, the Board Chair shall convene an Executive Session to discuss or deliberate upon the possible disciplinary action of a Board member. At least ten calendar days' notice of the Executive Session shall be provided to all Board members. If no charges are to be brought and no hearing is to be held, the matter shall proceed no further.

Any vote to charge a Board member with a violation of the Board Member Ethics Policy or the Board Member Conflict of Interest Policy shall be taken in an open meeting and shall require the vote of a majority of the Board members present, provided a quorum is present. The Board member or members suspected of the violation shall not be permitted to vote on the matter.

If charges are brought against a Board member, the Board shall conduct a hearing on the charges. At least thirty calendar days' notice of the date, time, and place of the hearing shall be provided to all Board members. The accused Board member's notice shall be sent by certified mail to the address listed with the School District and by electronic means. The accused Board member shall be entitled to be represented by counsel at his/her own expense.

The parties by agreement may stipulate that some disinterested member of the State Bar of Georgia shall decide all questions of evidence and other legal issues arising in the hearing. At the hearing, both the Board and the accused may call and cross-examine witnesses. The burden of proof shall be on the Board to establish the alleged violation by a preponderance of the evidence. The hearing shall be open to the public while the Board is receiving evidence or hearing argument.

If the accused Board member is found to have committed the alleged violation, the Board shall be authorized to take any or all of the following actions:

1. Censure or reprimand the Board member;

2. Disavow the improper acts or statements of the Board member;

3. Require a public apology by the Board member;

4. Report the Board member to AdvancED (SACS) or the appropriate accrediting agency;

5. Initiate a civil action to recover the value of anything received by the Board member in violation of the Board Member Ethics Policy or the Board Member Conflict of Interest Policy;

6. If warranted by the evidence and findings, report the matter to law enforcement authorities for possible consideration of criminal charges against the Board member.

A vote by a majority of the Board members conducting the hearing shall be required to find that the accused Board member committed the alleged violation and to impose sanctions. The Board member or members charged with a violation shall not be permitted to vote on the matter. Any vote on the matter shall be taken in public.

DeKalb County Schools
Date Adopted: 4/12/2010
Last Revised: 3/21/2012

Appendix 12C

Student and Parent Complaint Procedure

Personnel Complaint Procedure

Leadership Preparatory Academy

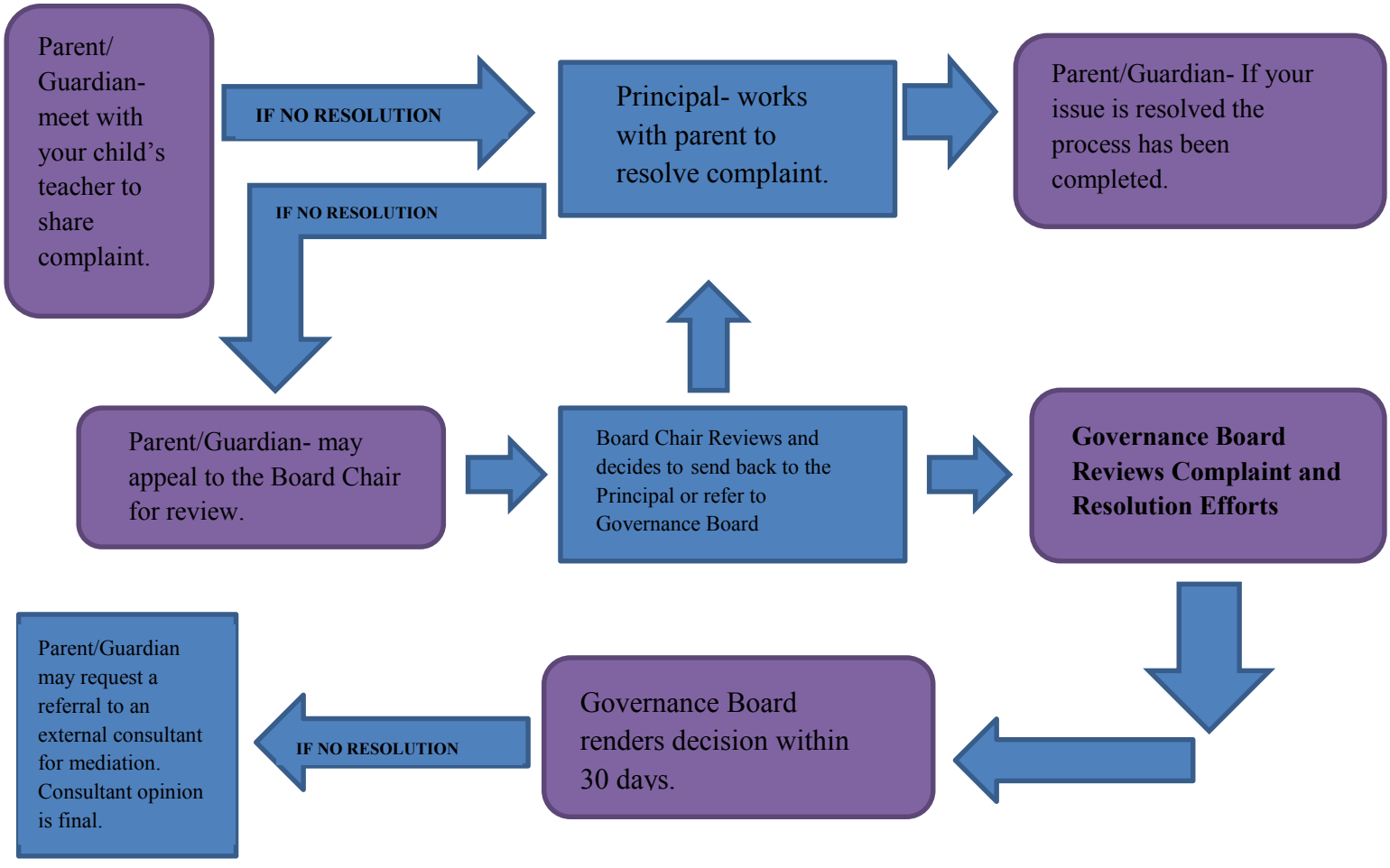
Student and Parent Complaint Procedure

Dear Students and Parents:

Student or parent complaints/or concerns can be addressed by phone call or a conference with the teacher. For those complaints and concerns that cannot be resolved with the teacher, the Governance Board has adopted a standard complaint resolution policy.

The student or parent should first discuss and file a Level One complaint with the Principal. Forms are available on the website. You will also find the forms necessary to file a complaint at each level within this document. However, it is our sincere desire that all complaints can be solved promptly, at the lowest level possible, and with an equitable resolution.

Complaint/Grievance Resolution Process



Final appeal: If parent finds no remedy with 3rd Party Consultant mediation, case may be appealed to Dekalb County School System.

Leadership Preparatory Academy

Notice of Complaint/Concern Level 1

This form must be filled out completely by a student or parent and submitted to the appropriate Administrator.

Student's Name: _____

Address: _____

Telephone number(s): _____

If represented by a parent or other adult in pursuing this complaint, please identify the person representing you:

Name: _____

Address (If different from above): _____

Telephone number(s): _____ Relationship: _____

State the date of the event or series of events causing your complaint: _____

State your complaint, including the individual harm alleged: (Use the back and additional sheets if necessary)

_____

_____

_____

State specific facts that support your complaint (list in detail): _____

_____

_____

_____

State the remedy you seek for this complaint: _____

_____

_____

_____

Signature of student or parent: _____

Date submitted: _____

Leadership Preparatory Academy

Notice of Complaint/Concern Level 2

This form must be filled out completely by a student or parent appealing a Level 1 decision, or lack of a timely response after Level 2 conference, to the Principal.

Student's Name: _____

Address: _____

Telephone number(s): _____

To whom did you last present your complaint? _____

Date of Conference: _____

If represented by a parent or other adult in pursuing this complaint, please identify the person representing you:

Name: _____

Address (If different from above): _____

Telephone number(s): _____ Relationship: _____

Please identify specifically what you disagree with in the Level 1 response and/or decision: _____

_____

_____

_____

Identify the issues that you think should be addressed in the Level 2 conference: _____

_____

_____

Please state the remedy you seek for this complaint: _____

_____

_____

Signature of student or parent: _____

Date submitted: _____

Note: Attach a copy of the Level One complaint.

Attach a copy of the Level One decision being appealed, if applicable.

Leadership Preparatory Academy

Notice of Complaint/Concern Level 3

This form must be filled out completely by a student or parent appealing a Level 2 decision, or lack of a timely response after Level 3 conference, to the Chair.

Student's Name: _____

Address: _____

Telephone number(s): _____

Same: _____

To whom did you last present your complaint? _____

Date of Conference: _____

If represented by a parent or other adult in pursuing this complaint, please identify the person representing you:

Name: _____

Address (If different from above): _____

Telephone number(s): _____ Relationship: _____

Please identify specifically what you disagree with in the Level 2 response and/or decision: _____

_____

_____

_____

Identify the issues that you think should be addressed in the Level 3 conference: _____

_____

_____

Please state the remedy you seek for this complaint: _____

_____

_____

Signature of student or parent: _____

Date submitted: _____

Note: Attach a copy of the Level One and Two complaints.

Attach a copy of the Level Two decision being appealed, if applicable.

Leadership Preparatory Academy

Grievances and Complaints

Concerns raised by parents/guardians about school personnel should be resolved as quickly as possible. Therefore, parents or guardians of students in the LPA are urged to discuss their concern directly with the employee(s) in question when concerns surface.

Step One (Level 1) Concerns complaints against school personnel raised by a parent/guardian shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the parent/guardian to meet with school personnel to try to identify the true issues. It is expected that the majority of issues between a parent/guardian and school personnel will be resolved at this first meeting.		
Step Two If concerns are not resolved with school personnel at step one, the parent/guardian shall meet with the school personnel's immediate supervisor to try to resolve the identified issue. If no resolution is reached with the supervisor, the complaint may proceed to the formal level.		
Step Three (Level 2) The parent/guardian shall put in **writing** using the Board approved forms, and submit to the site principal. The principal shall investigate the concern/complaint and shall respond in writing with ten working days of receipt of the written complaint or concern lodged against any school personnel by a parent/guardian.		
Step Four (Level 3) If the parent/guardian finds the principal's proposed resolution to be unsatisfactory, an appeal may be made to the Chair of the Board of LPA. The parent/guardian shall follow the established procedure and submit the written complaint and principal's written response along with any relevant/documentation to the Board Chair who shall respond to the parent/guardian, the principal, and the employee within ten working days.		
Step Five (Level 4) If the response of the Board Chair is unacceptable to the parent/guardian an appeal may be submitted to the entire Board of LPA who will respond in writing to the parent/guardian, the principal and employee within 20 working days of receipt of the appeal from the parent/guardian.		

Grievances and Complaints (cont'd)

Grievances and complaints raised by teachers and/or other staff members about other personnel or a policy or a procedure shall be resolved as quickly as possible. Therefore, personnel are urged to discuss their concerns directly with the person in question when concerns surface. The following steps are utilized in resolving complaints.

Step One Concerns complaints involving school personnel shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the persons involved to meet to try to resolve the identified issue. It is expected that the majority of issues between a employee and an employee will be resolved at this first meeting.		
Step Two If differences are not resolved at this point, the personnel shall meet with their supervisor who will serve as a mediator. If resolution is not reached, the formal procedures will be followed.		
Step Three (Level 1) The grievance shall be put in **writing** and referred to the site principal, unless the grievance involves the principal, in which case the grievance will be submitted to the President of the Board of LPA, who will investigate the grievance.		
Step Four (Level 2) The President will have 10 working days to respond to the grievance. If resolution is not reached, appeal shall be made to the full Board of LPA.		
Step Five (Level 3) The Board will investigate the grievance and will reply, in writing, within 20 working days. The procedure used will be arbitration, as mediation is reserved for resolution of grievances which are not resolved at this level.		

Final Appeals

In every instance it is the responsibility of LPA to resolve the complaint/grievance within the organization. However, if exhausting all steps within the organization and the grievance/complaint is not resolved, LPA will convene a mediation session with the concerned parties, utilizing a neutral mediator to resolve the issue. The results of the mediation session will be final. The neutral mediator will be chosen from a list of retired educators, who have agreed to serve in this capacity as volunteers. These educators will have had broad experience in the educational arena and will representative of personnel at all levels of the school system: teaching professional, school based administrators, and system level personnel. The results of the mediation will be final.

Complaint and Grievance Procedure for Non-Certified Staff ~ Leadership Preparatory Academy

Personnel at the Leadership Preparatory Academy (LPA) shall have the right to present and resolve complaints relating to matters affecting employment at the lowest organizational level possible. The Governance Board encourages all employees to resolve their complaints informally in a spirit of collegiality where possible. The following is presented as procedure where such efforts do not succeed, or where for any other reason, the employee desires to pursue this procedure. [Act of the General Assembly of 1992, O.C.G.A. 20-2-989.5 et seq.]

For Non-Certified Employees

SECTION 1-NC. DEFINITIONS.

1. "Level One Administrator" means the principal of LPA with respect to non-certified staff assigned to that school and the immediate supervisor of the complaining party. With respect to the non-certified Administrators supervised by the Chief Executive Officer (CEO), the "Level One Administrator" shall be the (CEO) who is the immediate supervisor of the complaining party. In any case not covered by this paragraph, the "Level One Administrator" shall be the supervisory certificated person designated by the Governance Board or in the absence thereof, by the CEO to hear the complaint.

2. "Head/Lead administrator" of LPA means the Chief Executive Officer.

3. "Complaint" means any claim or grievance by a certificated employee of LPA which is filed pursuant to this policy and which comes within the scope of the policy on complaints and grievances.

4. "Notification" means delivery in person to the party entitled to notification, or deposited in the United States Mail, certified mail, return receipt requested, to the last known address of the party notified.

5. "Board" of LPA means the Board of Directors also known as the Governance Board of Leadership Preparatory Academy Charter School.

6. "Superintendent" means the Superintendent of the DeKalb County School District.

7. "School Board" means the Board of Education of the DeKalb County Schools Board of Education.

8. "Complainant" means any non-certified employee of LPA who pursues a complaint pursuant to this procedure.

9. A document is "filed" when it is physically received in the Office of the immediate supervisor, by via U.S. Mail, e-mail, facsimile, or hand delivery.

10. "Notice" may be accomplished by certified mail, e-mail, facsimile, or hand delivery. If the written Complaint form does not include an address, notice to the Complainant is accomplished by certified mail to the Complainant's last known physical address submitted to the Board. If the notice is sent by certified mail, it is deemed delivered upon its deposit in the United States mail; it must be adequately addressed, and must contain adequate postage.

11. "Notice of Summary Dismissal Letter" may be accomplished by certified mail or hand delivery. If the written complaint form does not include an address, notice to the Complainant is accomplished by certified mail to the Complainant's last known address submitted to the Board. If the notice is sent by certified mail, it is deemed delivered upon its deposit in the United States mail; it must be adequately addressed and must contain adequate postage.

SECTION 2-NC. SCOPE OF COMPLAINT; EXCLUSIONS.

The Complaint must be in writing and shall include the following components:

1. The mailing address of the Complainant to which notices and all other documents may be delivered;
2. A statement of intent of the Complainant to utilize this Complaint procedure;
3. A reference to or a description of the statute, policy, rule, regulation, or written agreement that is alleged to have been violated, misapplied, or misinterpreted;
4. A brief statement of the facts on which the Complaint is based that explains how such statute, policy, rule, regulation, or written agreement was violated, misapplied, or misinterpreted and, how it affects the employment relationship of the complainant; and
5. A statement of the relief desired.
6. Complainant may use the form provided by LPA

SECTION 3-NC. Form, Timelines, Failure to Meet Timelines, Resolution.

1. The total time frame for the proceedings under this procedure shall not exceed forty-five (45) calendar days from the date the Complaint is filed to the date a copy of the Governance Board's decision is delivered to the Complainant, unless time limits have

been mutually waived by the parties through a written agreement.

2. **Any complaint not processed within the timetable required in this procedure shall be forwarded to the next level designated.**
3. The time restraints contained in this policy may be extended by the mutual, written agreement of the Complainant and the Administrator. The extension, by agreement, of any time limit herein shall automatically extend the overall forty-five (45) day time limit

Informal Conference to Resolve

To expedite the resolution of Complaints at the lowest possible level, employees are encouraged, to first file a request for an Informal Conference to Resolve ("ICR") with his/her immediate supervisor, prior to requesting a Level One Conference.

1. Employee should make an appointment with immediate supervisor to discuss the nature of the complaint and state the relief desired.
2. Employee can reference or describe the nature of the complaint, the statute, rule regulation or policy, agreement, that is alleges to have been violated misapplied or misinterpreted.
3. They may also submit notes in writing if they feel this is appropriate.
4. Supervisor will provide responses at that time if appropriate and/or if known.
5. If they are not known and if more information is need to be researched; Administrator must provide a date certain (not to exceed 10 working days) to get response back to the employee.
6. Administrator must schedule a meeting with employee and give response to employee; must also make memo in writing. File in immediate supervisor's office files.

Level One Hearing

1. At the conclusion of the ICR, the employee needs to let his/her immediate supervisor know that the resolution to his/her complaint/grievance was not satisfactory. Further, the employee has five days to make this decision and it must be done within five working days (5) in writing, from the time his/her supervisor presented the employee with their decision.
2. If the employee decides that they do not like the decision of their immediate supervisor, then they move to a Level One Hearing; they have five (5) working days to file a complaint in writing with the CEO of LPA, [this is now a total of ten (10) days]
3. The employee must submit the following in a letter:

    a) Employee must state in writing the nature of the complaint and the fact that they have gone through the ICR process and the outcome.
    b) Employee must state why they believed the outcome was not correct.

c) Employee must state the desired outcome and why.
d) Employee must bring forth additional evidence and/or witnesses if essential or necessary.
e) CEO must sign and date the letter presented by the employee as showing received and the date received.
f) Employee must bring forth any other pertinent information identified by the CEO.
g) The CEO has ten (10) working days to research and provide response to the complaint in writing-
h) The CEO can send the employee back down to the immediate supervisor for a response within the ten (10) day period for a response.
i) Any response to the employee must be in writing with the reason for said decision and must be submitted within the ten (10) day period and will be filed in the employee's file. Employee must sign and date the copy of the letter from the CEO.
j) At the conclusion of the Level I Hearing, the employee needs to let the CEO know that the resolution to his/her complaint/grievance was not satisfactory. Further, the employee has five days to make this decision and it must be done within five working days (5) in writing, from the time the CEO presented the employee with the decision.
k) At this point there are no further steps to undertake. However, if the staff member wishes to have the matter addressed further, the CEO may suggest Mediation.
l) If accepted, CEO will follow process outlined in certified process.

SECTION 4-C. Records, Time, Representation, Costs, Reprisals.

For the Record

1. The proceedings of the Informal Conference to Resolve are between the immediate supervisor and the employee only. The immediate supervisor makes simple notes and resolves the issue. Direction and memorandum are only provided to address and resolve the issues if deemed necessary to resolve and become part of documentation of the record. Said documentation will be shared as necessary. Otherwise it is filed with the principal only.
2. The proceedings at Level One and Two shall be accurately recorded by mechanical means, and all evidence introduced at this level shall be preserved. The record of the proceedings and the evidence introduced shall be made available at all times and memorialized in the school files and ultimately the employees record.

Time Limits

The administrator and/or the presider of the hearing shall have the authority to maintain order at any hearing; they will be able to limit the time within which the Employee or any other party presenting evidence or examining witnesses must be completed. Time limits may be imposed at the outset of the hearing or at any time during the hearing.

Representation:

1. At Level One and Two, the presence of any individual other than the Employee, and the LPA Supervisor, and any witnesses that may be called to testify by either of them is specifically prohibited. The Employee and the administration are entitled to the presence of an individual of their choice to assist them in the presentation of the Complaint and the administration's response thereto at Levels Two and Three.
2. At the Level Three – Mediation, the mutually agreed upon mediator will establish the rules set forth for the mediation process.

Costs

Except for the cost of preparing and preserving the record of the proceedings conducted under this procedure, which shall be borne by the school, all costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties involved.

Reprisals

The Employee shall not be the subject of any reprisals or retaliation as a result of filing a Complaint under this policy. Should any such reprisal occur, the Employee may refer the matter to the Professional Standards Commission.

Leadership Preparatory Academy Charter School

PERSONNEL COMPLAINT FORM

This form is to be used to file Complain or a Grievance or General Stakeholder Complaint

Please check applicable categories:

[ ] ADMINISTRATOR/SUPERVISORY POSITION: [ ] CERTIFIED [ ] NON-CERTIFIED/CLASSIFIED EMPLOYEE

[ ] INFORMAL CONFERENCE TO RESOLVE Issue or Complaint.

Informal Early Intervention Discussion to resolve workplace disputes. This request must be filed within ten (10) days after the date on which the complaint arose.

[ ] LEVEL 1: [ ] LEVEL II APPEAL [ ] LEVEL III – MEDIATION

Employee's Name _____

Department _____

Home Address _____

City _____ State_____ Zip_____

Email Address _____

Home Phone _____Cellular Phone _____

Employee ID# _____

Date of Hire _____

Position/Classification _____

EMPLOYEE'S STATEMENT OF COMPLAINT

1. State the date of the occurrence of the most recent incident or other matter on which the Complaint is based:

_____

_____

_____

_____

2. Names(s) and title(s) of charged party or parties:

_____

_____

_____

3. Names(s) of witness if any:

_____

_____

_____

4. What statute, policy, rule, regulation, or written agreement has been violated, misapplied, or misinterpreted?

_____

_____

_____

5. Briefly describe the specific facts or events on which the Complaint is based. Explain how such statute, policy, rule, regulation, or written agreement was violated, misapplied, or misinterpreted, and how it affects the employment relationship or the Complainant? Please include names, dates, places, times and other specifics on attached page(s) if needed.

6. How are you affected by the alleged violation of your employment?

7. What relief are you seeking?

I hereby present the following Complaint and I understand that this Complaint will be reviewed and addressed in accordance with LPA's procedures for Complaints and Grievances Resolution.

Employee's Signature

Employee's Printed Name

Date

Received by: Signature

Date & Time

Appendix 13

Appendix 13 A- Governing Board Organization Chart

Appendix 13B- GaDOE Governance Matrix for Charter Schools

Appendix 13C- Governing Board Members Conflict of Interest Forms

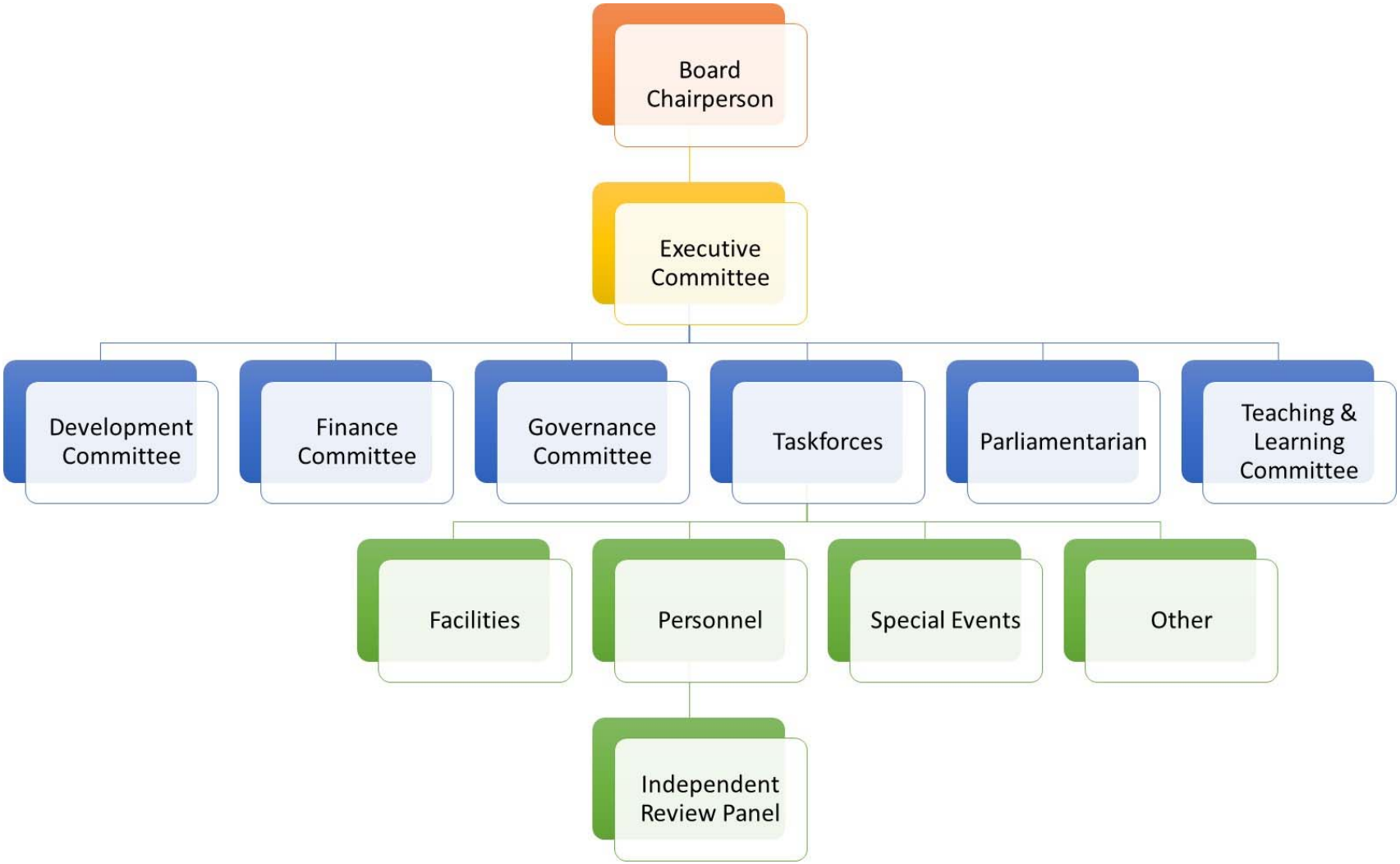
Appendix 13D- Governing Board Members Resumes

Appendix 13A

Governing Board Organization Chart

Leadership Preparatory Academy, Inc.

Governing Board Organization Chart



Appendix 13B

GaDOE Governance Matrix for Charter Schools

Governance Matrix

INSTRUCTIONS: For each of the boxes below, please indicate the level of decision-making of your proposed charter school's School Governing Board.

	Highlight the box green if the governing board will have complete decision-making authority (no additional approval needed from superintendent or local board)	Highlight the box yellow if the governing board will have partial decision-making authority (additional approval of the superintendent/local board may be required).	Highlight the box red if the governing board will have no decision-making authority (superintendent/local board will make decisions without the input or recommendation of the governing board).	Please highlight the box blue if you believe it is inapplicable or autonomy is not needed.	

NOTE: PLEASE ANSWER AFFIRMATIVELY ONLY WHEN THE SCHOOL WILL BE ABLE TO PROVIDE HARD EVIDENCE THAT THE SCHOOL GOVERNING BOARD WILL BE INVOLVED IN SUCH DECISIONS AS INDICATED.

You are not required to provide the hard evidence as part of this spreadsheet, but you may be requested to do so as part of an implementation monitoring visit, an annual report, or research study at at a later time.

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
Evaluation of staff	Control over number of positions budgeted	Professional development requirements and planning for staff	Control over type of positions, qualifications, roles, and job descriptions	Completes Self-Assessment of School Keys Standards	Selection of professional development vendors and resources
Issuance of annual employment contracts from the non-profit governing board	Establish compensation model including salary schedules, bonus or performance based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	Determine whether certification will be required	Determine how the school uses the facility	Develops actions, strategies and interventions with input from teachers and principal	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks
At-will employment	Establish pay scale for substitute teachers	Selection of curriculum, including any changes in curriculum as needed to improve student achievement	Other examples of resource allocation decision-making and use of waivers (enter in space below)	Sets a timeline for implementation of actions, strategies and interventions	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
Control over ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff	Set budget priorities with funds received and exercise discretion over expenditure for all state and local funds, and as permissible, federal funds	Choose instructional delivery model(s)		Sets a budget for implementing the school improvement plan	Establish experience, training, and other matters related to substitute teachers
Other examples of personnel decision-making and use of personnel waivers (enter in space below)	Manage fiscal affairs independent of the central office, including financial policies and standard operating procedures	Selection of courses and programs offered		Allocates resources for implementing the school improvement plan	Set school calendar, including length of school year, holidays, early release days, etc.
	Ensuring that the school receives all the per-pupil funding to which it is entitled and raising additional funds through fundraising efforts	Choice of textbooks, technology, and instructional materials		Holds principal accountable for implementation and timeline	Set daily/weekly school and/or class schedules, including length of school day
	Maintain a reserve fund	Establish additional graduation requirements		Evaluates success and makes revisions as needed	Select co-curricular and extracurricular activities
	Other examples of finance or budget autonomy and use of waivers (enter in space below)	Set course and credit requirements		Other examples of school improvement decision-making and use of waivers (enter in space below)	Establish after school and Saturday programs as needed
		Establish seat time			Set enrichment and/or advisory periods as needed
		Set student technology and physical education skill requirements			Establish fieldtrips including locations, date
		Create or modify Career Pathway curricula			Set class size / student:teacher ratios

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
		Choose dual enrollment options			Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)
		Choose credit recovery options			Establishes school partnerships for school growth
		Utilize on-line learning platforms (e.g., Georgia Virtual School)			Selects vendors aligned with needs of the school
		Establish additional mastery level requirements for performance			Manages transportation decisions, including authority to contract for transportation service
		Select additional formative and/or summative assessment to determine student levels of mastery and growth			Manages food service decisions, including authority to contract for food service
		Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs			Selects information systems (i.e., Student Information System, financial information systems)
		Establish curriculum maps, pacing charts, and methods for monitoring the curriculum			Establishes school size
		Establish lesson plan requirements for teachers			Establishes school grade span different from typical primary, elementary, middle and high school public school models (i.e., 4-8, K-8, K-12)

Personnel Decisions	Financial Decisions	Curriculum & Instruction	Resource Allocation	Establishing & Monitoring the Achievement of School Improvement Goals	School Operations
		Establish placement and promotion criteria			Authority over attendance policies
		Set grading and reporting policies, plans, process, schedules, and formats			Establish student code of conduct and behavior policies, plans, processes, and formats
		Manage curriculum and instruction affairs independent of the central office, including curriculum and instruction policies, procedures, and handbooks			Manage operational affairs independent of the central office, including operational policies, standard operating procedures, and handbooks
		Other examples of curriculum and instruction decision-making and use of waivers (enter in space below)			Other examples of operational decision-making and use of waivers (enter in space below)

Appendix 13C

Governing Board Members Conflict of Interest Forms

[redacted]

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: B. T. Gutter-Parker

Charter School: **Leadership Preparatory Academy, Inc.**

Telephone: 678-523-8674 **Email**: tgutterparker@yahoo.com

Address: PO Box 1424, Grayson, GA 30017

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

Criminal Background History:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) MP I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature _____ Date 3/20/14

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Lonnie Hall, Ex-officio Board Member

Charter School: **Leadership Preparatory Academy, Inc.**

Telephone: (678) 708-1162 **Email**: ldhall.keystone.lpa@gmail.com

Address: 821 Masters Drive, Stone Mountain GA 30087

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☒ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☒ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

Criminal Background History:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) LH I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

_____ March 20, 2014
Signature Date

[redacted]

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Illya Davis

Charter School: **Leadership Preparatory Academy**

Telephone: 678-641-1773 **Email**: _____

Address: 1371 Kimberly Way

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☐ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☐ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☐ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☐ No

Criminal Background History:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) LP I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature _____ Date May 7, 2014

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Dr. Wanda S. Gilliard

Charter School: **Leadership Preparatory Academy, Inc.**

Telephone: 404-610-1929 **Email:** wsgilliard@msn.com

Address: 6865 Stone Breeze Dr. Stone Mountain, Georgia 30087

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☒ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☒ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

Criminal Background History:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) WWG I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Wanda A. Gilliard
Signature

8-11-2014
Date

[redacted]

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Lisa Haygood

Charter School: **Leadership Preparatory Academy**

Telephone: 404-226-3094 **Email**: LHaygood@us.ibm.com

Address: 559 Terry St.

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☑ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

Criminal Background History:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) LH I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:
I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Leon Hayward _____ 4/30/14 _____
Signature Date

[redacted]

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Donald Mason, Board Member

Charter School: Leadership Preparatory Academy

Telephone: 770-530-5327 **Email:** mason07190@comcast.net

Address: 3318 Flora Valley Court Decatur, Ga. 30019

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☐ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☐ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☐ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☐ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☐ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☐ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☐ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☐ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☐ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☐ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☐ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☑ No

Criminal Background History:
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2) _____I am currently charged with one or more crimes.

3) M I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

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Signature _____ Date 3/20/19

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Philana Swann

Charter School: Leadership Preparatory Academy, Inc.

Telephone: (4)285-5071 **Email:** philanaswann@bellsouth.net

Address: 7811 White Oak Loop Lithonia GA 30038

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☒ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☒ No

10) Do you currently serve as a public official or sit on any other boards? ☒ Yes ☐ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

Criminal Background History:
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1) _____I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____I am currently charged with one or more crimes.

3) PS I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:
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Philana Swann
Signature

8/11/2014
Date

08/11/2014

Dekalb County School District Charter School Petitioner

Governing Board Member Conflict of Interest Form

Question 10. I am the President/CEO of R.U.T.H. 4 Kids Foundation and currently serve as the Acting Vice Chairman

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Wanda Dennis Hugget, PhD

Charter School: Leadership Preparatory Academy, Inc.

Telephone: 248-872-5227 **Email:** drwhugget@gmail.com

Address: 1194 Arbor Park Lane Atlanta GA 30311

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☒ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☒ No

10) Do you currently serve as a public official or sit on any other boards? ☐ Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐ Yes ☒ No

Criminal Background History:
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

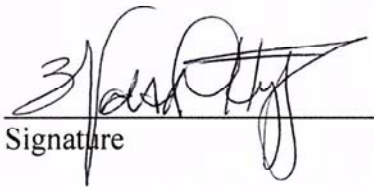
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2) _____I am currently charged with one or more crimes.

3) LDH I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

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Signature

10-14-14

Date

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: Donrich L. Young, Special Agent

Charter School: **Leadership Preparatory Academy, Inc.**

Telephone: 404-556-9611 **Email:** Donrich.Young@Yahoo.com

Address: 760 King Sword Ct. SE, Mableton, GA 30126

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐ Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐ Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐ Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐ Yes ☒ No

7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☒ No

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11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐ Yes ☒ No

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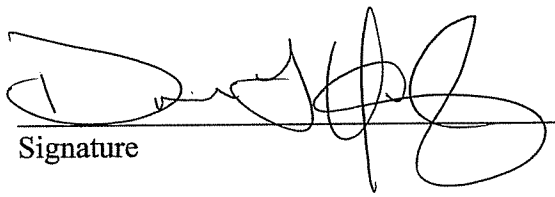
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Signature

10/14/14

Date

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name and Title: D Ray Hill

Charter School: Leadership Preparatory Academy, Inc.

Telephone: 404. [illegible] 2570 **Email:** ~~Rayhill@gmail.~~ Rayhill1992@gmail.com

Address: 482 [illegible] meade Way, Snellville, Georgia 30078

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐ Yes ☑ No

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3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐ Yes ☑ No

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7) Did you or your spouse provide any start-up funds to the proposed charter school? ☐ Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐ Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐ Yes ☑ No

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11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐ Yes ☑ No

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Signature _____ Date 3/20/2014

Appendix 13D

Governing Board Members Resumes

B. THASSANEE GUTTER-PARKER 678-523-8674 Phone • tgutterparker@yahoo.com

LICENSES Admitted to the State Bar of Wisconsin in 1996 and the State Bar of Georgia in 1999

EDUCATION

UNIVERSITY OF WISCONSIN LAW SCHOOL Madison, WI
Juris Doctorate, May 1996

UNIVERSITY OF WISCONSIN-MADISON Madison, WI
Bachelor of Business Administration - Management and Marketing, May 1993

ASSOCIATIONS

American Bar Association
National Bar Association
Georgia Association of Women Lawyers
Gwinnett County Bar Association
Georgia Association of Black Women Attorneys

ACTIVITIES AND HONORS

Moot Court Team ('94-'96)
Vice Chancellor's Academic Scholarship
Business and Tax Law Association
Law Journal ('94-'96)
Full Academic Fellowship
Co-Host of TV Show

LEGAL EXPERIENCE

B. THASSANEE GUTTER-PARKER, P. C. Grayson, GA 11/10-present

- Litigate personal injury matters pertaining to motor vehicle accidents and premises liability
- Litigate property damage claims
- Litigate breach of contract claims

FEARNLEY & PRICE, LLC Atlanta, GA 8/10-11/10

- Started Litigation Department
- Managed litigation
- Handled real estate transactions regarding HUD foreclosures
- Advised firm as to marketing strategies

GUIDE ONE MUTUAL INSURANCE COMPANY Stone Mountain, GA 3/06-8/10

- Hired as first staff-litigation counsel in Georgia for Guide One Ins. Co.
- Investigated and managed all aspects of litigation from inception of the lawsuit to conclusion (dismissal, settlement, or trial)
- Sole staff-litigation counsel (in metro-Atlanta and entire state of Georgia) regarding general, auto, property damage, and premises liability claims
- First-chaired jury trials and bench trials
- Independently conducted trials, pre-trials, mediations, examinations under oath, or any other legal activity required to resolve cases
- Developed strategies regarding preparing Answers, briefs, investigation, discovery, handling appearances, motion practice, valuation of claims, settlement and trials

- Litigated cases with general damages up to $800,000
- Litigated cases with policy limits ranging from $25,000 to $2,000,000
- Negotiated settlements and was identified as the best negotiator of all attorneys for the company nationwide
- Wrote reports and communicated regularly with associate general counsel (who was located in Iowa), managers, claims professionals, and clients, as to status of cases
- Assisted with the implementation of comprehensive litigation guidelines to be followed within company nationwide
- Established performance standards
- Determined cost-saving measures to Legal Department
- Worked as team player with adjusters, other claims professionals, and support staff

B. THASSANEE GUTTER-PARKER, P. C. Grayson, GA 6/02-2/06

- Managed all aspects of personal injury litigation
- Litigated breach of contract claims
- Handled residential and commercial real estate transactions
- Incorporated businesses and assisted with the implementation of business strategies

MOOSER & FREIBERT, PLLC Duluth, GA 7/01-6/02

- Managed Georgia office for Kentucky law firm
- Handled real estate transactions
- Established office guidelines, policies and procedures
- Trained others regarding newly-established policies and procedures

LEGAL COUNSEL/CONTRACT ATTORNEY Atlanta, GA 10/96-5/01

AMS RESOURCES - drafted and reviewed leases and other commercial real estate documents; prepared properties for closing for Fortune 500 company.

SMALL BUSINESS ADMINISTRATION - commercial and residential real estate; closed properties and disbursed funds in high-volume environment; prepared escrows; handled title, refinancing, insurance, and security issues.

JONES, DAY, REAVIS & POGUE - researched issues and wrote memos in the areas of product liability and insurance defense; assisted in case and file management of tobacco and breach of contract litigation matters.

NON-LEGAL EXPERIENCE

FORD MOTOR CO. Minnetonka, MN 5/93-8/93

Marketing Intern - prepared reports on the implementation of Service Standards at various dealerships; developed Service Advisor training modules; wrote and published newsletters.

DOW CHEMICAL CO. Midland, MI 5/92-8/92

Marketing Intern - implemented new computer application and created reports to measure advertising campaign effectiveness; made presentations on computer and marketing component utilization.

Lonnie D. Hall

821 Masters Drive Stone Mountain, GA 30087

Voice: 770-413-0244 Cell: 678-521-4987 Fax: 770-413-0405 e-mail: ldhall-keystone@comcast.net

Credentials

- Consistently demonstrated leadership, administrative, supervisory and training abilities.
- Proficient computer knowledge, organizational, and problem solving skills.
- Strong work ethic with proven ability to work independently or with a team effectively.
- Excellent written and oral communication skills and recognized for exceptional internal and external customer service abilities.
- Highly skilled in HR management including hiring, training, motivation, and terminations.
- Decisive team leader with creative morale building skills and conflict resolution talent.

Professional Highlights

- Diversified professional 36+ years of experience in real estate property management, site surveys, market analysis, commercial leasing, marketing, appraisal evaluations and operations management.
- Presided over consistent and repeated sales growth annual increases above 16% during tenure, and territory expansion from local to multi-state/regional presence.
- Managed fleet of 200+ vehicles within federal DOT requirements while delivering uncompromising service to customers.

Areas of Expertise

Operations & Facility Management

- Supervised multi-site locations to include building security environmental issues, OSHA compliance and infrastructure maintenance.
- Fiscal accountability over multi-site locations to include P&L, budget development and monitoring, capital asset management, ROI analysis and portfolio performance review.
- Directed and participated in technical management functions including implementation of proposals, quotes, fleet finance agreements, vendor contracts and lease agreements and financial documentation.

Customer Service

- Exceptional customer service experience; intuitive ability with customers.
- Demonstrated ability to build and maintain effective business relationships based on responsive flexible approach and comprehensive needs assessment.

Regulatory and Compliance

- Strong knowledge of government procedures and regulations, zoning requirements, and inspection regulations. Substantial exposure to OSHA worksite regulations.
- Coordinated with CPAs on Federal and State tax issues, strategies, accounting reports and annual reviews.
- Represented organization in all corporate and d/b/a litigation through interface with legal counsel on contract, liability, and business law issues.
- Coordinated all permits and licenses issued by State, County and Municipals authorities to include licenses for business, sales tax certificates, permits, auctions, sales tax exempt certificates, occupancy tax certificates, privilege licenses, etc.
- Reviewed and recommended all insurance policy coverages including building, property, third party liability, owners, and physical damage including SIR (self-insurance retention).

Project Management

- Supervised on site construction operations to ensure accurate implementation of design requirements.
- Coordinated major office relocation from performing market surveys and final site selection to issuance of certificate of occupancy.
- Experience in project budgeting, architectural design and construction documentation management, permitting, cost estimating and control, bidding and contract negotiation, coordination of project submittal and records between contractors and project architects.
- Highly developed negotiating skills with experience cultivating strategic business alliances.

Work Experience

Oct 2002 – Present Southeastern District Manager, Keystone Companies
June 1996- July 2002 General Manager, American Van Rental, Div. of Southern Coach, Inc.
Feb 1977 - June 1996 Corporate Vice President, Director of Operations, Realty World
July 1975 – Oct 1998 USAF - Active Duty, Active Reserves, Inactive Reserves

Computer Proficiency & Relevant Skills

Microsoft Office Professional Edition - (Excel, PowerPoint, Outlook, Publisher, Word);
Microsoft - Front Page; Microsoft - Office Tools; Microsoft - Project; Microsoft - Money
Quicken - QuickBooks Pro; Quicken - Business Lawyer;
Symantec Corp - Act! 2000;
Propriety - Bluebird Auto Rental Systems (Vehicle Fleet Management Software)

Professional Affiliations/Certifications

Member, National Association of Realtors (NAR) Certified Real Estate Brokerage Manager (CRB)
Certified Real Estate Appraiser (CREA)
Licensed Real Estate Broker (N. Carolina)
Certified Asbestos Removal Project Manager, NAETI
Commercial Drivers License (CDL)

Community Service

Cumberland County Tax Equalization Review Boards, 1988-1995; Chairman 1990-1992.
Troop 192, Lewis Chapel Baptist Church, Boy Scouts of America; Leader; Advisor 1988-1993.
Fayetteville State University, Endowment Board of Directors, 1990-1994. WTVD 11 (ABC Broadcast Network Affiliate) Advisory Board 1970-2001.
Member, Lewis Chapel Missionary Baptist Church, 1978-Present
Sunday School Teacher, 1980-1995
Real Estate Advisory & Resource Committee 1990-1993

Education

Hillside High School, Durham, North Carolina, Class of 1971.
University of North Carolina, Chapel Hill, NC, Class of 1976.
Graduate, Realtors Institute, UNC-CH
N. Carolina General Contractors Course of Study (Construction & Regulation Curriculum).
USAF Comm. Sec. Technical School, (Top Secret & SSIR Security Clearances by FBI)

References Available Upon Request

Curriculum Vitae
Of
Illya Eliphis Davis

AREA OF STUDY:	***PHILOSOPHY OF RELIGION***
PERSONAL:	1371 Kimberly Way, #10308, Atlanta, GA 30331 (678.641.1773); illyadavis@yahoo.com
EDUCATION:	**University of Chicago**, ABD
	Harvard University Divinity School, M.T.S., 1996
	Clark Atlanta University, African/African American Studies, 1991-93 (no-degree received)
	Morehouse College, B. A., Philosophy, 1990
THESIS:	***Kant's Epistemology of [the] Human Being and Its Perfectionist Aims*** (Ph. D., expected December 2012)
DOCTORAL EXAMS:	Philosophy of Religion (Classical) Philosophy of Religion (Contemporary) Philosophical Ethics (Action Theory: G. E. M. Anscombe, Donald Davidson, and Alvin Goldman) Analytic Metaphysics/Epistemology (W.V.O. Quine's "Two Dogmas of Empiricism" and subsequent responses)
AOS:	Philosophy of Religion, Analytic Epistemology & Metaphysics, Philosophy of Language, Philosophical Ethics, and Immanuel Kant
AOC:	History of Western philosophy—Modern Philosophy and German Idealism; History of 20th Century Analytic Philosophy; African American Thought; Philosophy of Interpretation/Philosophical Hermeneutics, Political Theory
LANGUAGES:	Reading Knowledge of French and German
PROFESSIONAL EXPERIENCE :	*Morehouse College* – Political Science & Philosophy Departments, 2009-2011; *Clark Atlanta University* -Religion and Philosophy Department, Instructor, 2005-Present; *Morehouse College,* Summer 2007; *Institute for the Study of Philosophy and Philosophical Method,* Founder and Principal – Chicago, IL, 2005; Resident Head, *University of Chicago,* 2001-2005; Academic Advisor-Summer Research Opportunities Program, *University of Chicago* - 1999; Research Assistant, W. E. B. Dubois Institute, *Harvard University* – 1995-96;

Presidential Intern, *Clark Atlanta University*- Office of the President, 1995

TEACHING:

Philosophy courses taught:

Morehouse College:
Policy Ideologies
Introduction to Political Theory
History of Political Thought
Contemporary Theories of Justice
Introduction to Philosophy
Ancient and Medieval Philosophy

Project Identity- 2007-2010:
Argument and Debate
Critical Thinking

Thomas J. Blocker Summer Scholars Program, 2008
Critical Thinking

Clark Atlanta University-2005 to Present
History of Analytic Philosophy
Philosophy of Language
Critical Thinking
Philosophy of Religion
Ethics and Human Values
Introduction to Philosophy
African American Philosophy –(**King**, Fanon, & Dubois)
Philosophy of Race

Saint Xavier University- Spring 2005
Philosophical Ethics

University of Chicago Office of Special Projects-Summer 2004
Introduction to Logic

Religion Courses:

Clark Atlanta University
African American Religious Experiences I & II (From Equiano to **King**)
Religious Ethics (special emphasis on the love ethic of **M.L. King Jr.**)
Philosophy of Religion

General Curricula:

Clark Atlanta University
Freshmen General Studies Curriculum-Instructor, 1992-93

Morehouse College Summer Science Institute
The African American Male: Critical Readings and Reflections - Instructor, 1993

History of African American Scientists-Teaching Assistant to Dr. Marcellus Barksdale, Professor, 1992

AWARDS:

UNCF/Andrew Mellon Faculty Fellowship, August 2011-May 2012; **Golden Key International Honour Society,** Honorary Member (2011), **Illinois Consortium for Educational Opportunity Program Fellowship**, 2001-2005;
University of Chicago Trustee Fellowship, 1996-2000; **Harvard University Divinity School Scholarship**, 1994-96;
Clark Atlanta University African/African American Studies Fellowship, 1992-93;
Honorary Member of the NAACP African American Hall of Fame, 1993;
Morehouse College Music Department Talent Grant, 1986-90

Publications:

"He Never Moved: Benjamin E. Mays' Social and Political Rebellion," in **Walking Integrity**, edited by Lawrence Edward Carter, Scholars Press, 1995 & 1998

Lectures/Talks:

"Ethical Leadership," Mighty Men of Valor Conference, **National Association for the Advancement of Colored People** (Atlanta, GA), August 2010

"Nigger: Offensive Colloquialism or Familial Endearment?" **Oakwood University** (Huntsville, AL), November 2010

"Where Do We Go From Here?," The Martin Luther King Jr. Lecture, Martin Luther King Jr. International Chapel, **Morehouse College**, January 2009

"Philosophy as A Way of Life," **Oakwood University** (Huntsville, AL), September 2009

"Missing In Action: African American Professors, Cultural Centers, and Cultural Studies," Black Student Leadership Conference, **Washington & Lee University** (Lexington, VA), February 2010

"Developing A Sense of Self and Responsibility," **Benjamin E. Mays High School** (Atlanta, GA), September 2007

"Negotiating the Quandaries of Black Masculinity and Black Manhood," **University of West Georgia** (Carrolton, GA), August 2007

"Extolling the Virtues of Democracy and Self-improvement," **The Baccalaureate School for Global Education** (Queens, NY), February 26, 2007

"The Hope of a People: Reflections on the Life of Martin Luther King Jr." **The Holderness School** (Holderness, NH), **Martin Luther King Jr. Day Convocation**, January 15, 2007

"Pragmatic Perfectionism: Reflections on Cornel West's Prophecy of Deliverance," **University of Chicago-Race and Religion Workshop** (Chicago, IL), November 2006

"Aristotle's Philosophy of Science," **Morehouse School of Medicine** (Atlanta, GA), October 2005

Philosophy and Black Music Colloquium—Center for Black Music Research, **Columbia College** (Chicago, IL), respondent and presenter, August 2004

"The Life and Thought of Benjamin E. Mays," guest speaker for the Benjamin E. Mays course – Mays/Mellon Fellows Program, **University of Chicago** (Chicago, IL), July 2004

"Reconsidering John Dewey's Philosophy of Education & Pierre Hadot's Philosophy as a way of Life as Guides to Philosophical Living," (two lectures), **Oakwood College** (Huntsville, AL), November 2003

Eyes of the Mosaic Graduate Student Conference, respondent - **University of Chicago** (Chicago, IL), May 2000

"Dilemmas of African American Identity Constructions: Anathematic and Instrumental," lecture, **University of Notre Dame** (South Bend, IN) November 1997

"Considerations of (the) Self: Somewhere Between Ricouer and Levinas," lecture, **Duke University** (Durham, NC), November 1996

"Black Music and Black Life," a talk delivered to the Student Leadership Congress of the **Children's Defense Fund** (Charlotte, NC), May 1995

Works in Progress:

"The Philosophical Anthropology of Martin Luther King Jr."

"Equality and Identity: Extensions of Terms and Conceptual Content in Frege's *Uber Sinn und Bedeutung* and *Begriffsschrift*"

"What Could Wittgenstein *Possibly* Say about the *Use* of Metaphoric Language?"

"Kant's Anthropology as *Lebensphilosophie*: A Reasoned and Practical Guide to a Philosophical Life"

"An Analysis of the 'God-concept' in Spinoza's *Ethics*"

"Belief and Knowledge: Contestations and Protests"
"African American Philosophy as an Underdetermined Nomenclature"

"Critical Notes and Reflections on Cornel West's, *'Dispensing with Metaphysics in Religious Thought'* "

"Analytical Comportment for a Philosophy of Religion: Alternatively Appropriate Methods of Engagement for Philosophical Investigations"

UNIVERSITY SERVICE:

Bill and Melinda Gates Scholars (Morehouse College)-Advisor, 2011-2012; **Martin Luther King Jr. International Chapel**—Advisor to the Chapel Assistants, Consultant to the Dean to the Chapel, 2006-Present; C. Eric Lincoln Lectureship-Assistant Coordinator, 2006-07; Andrew W. Mellon Foundation-Clark Atlanta University Faculty Mentor, 2005-06; Clark Atlanta University Undergraduate Curriculum Committee-Philosophy and Religion Department Representative, 2005-06

ACTIVITIES:

Clark Atlanta University Philosophy Club-Advisor, 2006-present; University of Chicago Philosophy Club – Chair & Facilitator, 2003-05; University of Chicago Canadian Students and Transfer Students Organization – Advisor, 2003-04; Summer Links Community Service Intern, University of Chicago, 2000; Modern Religious Thought Faculty Search Committee (student representative), John Nuveen Visiting Professor Search Committee (student representative), University of Chicago Divinity School, 1998-99; Committee on University Security, University of Chicago, 1998-99; Student Executive Council, Harvard University Divinity School, 1994-95; Graduate School Vice-president, Clark Atlanta University, 1992-93

Memberships:

American Philosophical Association; American Academy of Religion; North American Kant Society

REFERENCES:

Philip Dunston, (Professor of Religion and Chair of Philosophy and Religion) ***Clark Atlanta University***
Paul Mendes-Flohr (Professor of Modern Jewish Thought in the Divinity School, Committee on Jewish Studies, Associate Faculty in the Department of History)
Michael Forster (Philosophy Department.)
Robert Pippin (Chair of the Committee on Social Thought and professor of Philosophy)
Arnold I. Davidson (Philosophy of Religion, Philosophy Dept., and the Committee on the Historical and Conceptual Foundations of Science) – (all of the above are of the ***University of Chicago***)
Gregory Hall (Political Science Dept., chair) – ***Morehouse College***

Wanda S. Gilliard, EdD

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Stone Mountain, Georgia 30087

(404) 610-1929 (cell)
wsgilliard@msn.com

OBJECTIVE: Administration – Leadership Development

EDUCATION:

1998 Clark Atlanta University, Atlanta, Georgia
Doctor of Education

1990 Texas Southern University, Houston, Texas
Certificate – Mid-Management/Supervision

1979 Texas Southern University, Houston, Texas
Master of Education, Secondary Education
Minor: Mathematics

1976 Benedict College, Columbia, South Carolina
Bachelor of Science, Mathematics
Business Administration (12 hours)

PROFESSIONAL EXPERIENCE:

08/2012 – Present **CLARK ATLANTA UNIVERSITY, Atlanta, Georgia**
Adjunct Professor
School of Education

08/2009 – Present **Independent Consultant** for Leadership Development, School Improvement and Strategic Planning

08/1990 – 08/2009 **DEKALB COUNTY SCHOOL SYSTEM, Decatur, Georgia**

07/06 – 08/2009 **Associate Superintendent** for Curriculum and Instruction K-12

Worked under the direction of the Deputy Superintendent for Curriculum and Instruction and is responsible for providing leadership for the designing, planning, development, implementation and monitoring of district-wide (P-12) curriculum, instruction and school improvement programs to include (but not limited to): Reading, English, Mathematics, Science, Social Studies, Foreign Languages, Fine Arts, Physical Education/Wellness, Career Technology, International Baccalaureate, Educational Media and the Fernbank Science Center. Provided leadership for department staff in planning responsive improvements in academic programs and student achievement. Provided leadership for the implementation of the Georgia

Performance Standards. Presented to the Board of Education and communicates frequently with community members, state officials, and media representatives (when requested by the internal public relations department). Grant manager for the Smaller Learning Communities and Math/Science Partnership grants. Member of the Superintendent's Senior Cabinet.

07/05 – 06/06 **Senior Executive Director** for Curriculum and Instruction K-12

Worked under the direction of the Deputy Superintendent for Curriculum and Instruction and was responsible for providing leadership for the designing, planning, development, implementation and monitoring of district-wide (P-12) curriculum, instruction and school improvement programs to include (but not limited to): Reading, English, Mathematics, Science, Social Studies, Foreign Languages, Fine Arts, Career Technology, Educational Media and the Fernbank Science Center. Provided leadership for department staff in planning responsive improvements in academic programs and student achievement. Provided leadership for the implementation of the Georgia Performance Standards. Presented to the Board of Education and communicated frequently with parents, community members, state officials, and media representatives (when requested by the internal public relations department). Grant project manager for the Smaller Learning Communities and Math/Science Partnership grants. Member of the Superintendent's Senior Cabinet.

12/04 – 06/05 **Executive Director** for Curriculum K-12

Worked under the direction of the Deputy Superintendent for Curriculum and Instruction and was responsible for providing leadership for the designing, planning, development, implementation and monitoring of district-wide (P-12) curriculum, instruction and school improvement programs to include (but not limited to): Reading, English, Mathematics, Science, Social Studies, Foreign Languages, Fine Arts, Career Technology, Educational Media and the Fernbank Science Center. Provided leadership for department staff in planning responsive improvements in academic programs and student achievement. Presented to the Board of Education and communicated frequently with all central office departments, local school staff, parents, community members, state officials, and media representatives (when requested by the internal public relations department).

09/02 – 12/04 **Director** for Mathematics and Curriculum Reform K-12

Worked under the direction of the Deputy Superintendent for Curriculum and Instruction and was responsible for providing leadership for the designing, planning, development, implementation and monitoring of district-wide (P-12) curriculum, instruction and school improvement programs for Mathematics. Implemented benchmark assessments for mathematics (Grades 1-12). Provided leadership for the transition from the Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS) for all content areas. Provided leadership for department staff in planning responsive improvements in academic programs and student achievement. Presented to the Board of Education and communicated frequently with all central office departments, principals, teachers, parents, community members, state officials, and media representatives (when requested by the internal public relations department).

07/02 – 09/02 Marbut Theme School

Principal on Special Assignment - Worked under the direction of the Area Assistant Superintendent in administering and supervising the total school instructional program and provided leadership for staff, parents and students consistent with the goals of the school district. Functions included, but not limited to, establishing a climate conducive to learning, defining roles, planning and coordinating programs, analysis and reporting of student achievement data, worked with school stakeholders to develop the school improvement plan, and demonstrated competency in selection of staff, training, supervision, curriculum, instruction, school operations and pupil support services.

07/98 – 06/02 Stephenson High School

Principal - Worked under the direction of the Area Assistant Superintendent in administering and supervising the total school instructional program and provided leadership for staff, parents and students consistent with the goals of the school district. Functions included, but not limited to, establishing a climate conducive to learning, defining roles, planning and coordinating programs, analysis and reporting of student achievement data, worked with school stakeholders to develop the school improvement plan, and demonstrated competency in selection of staff, training, supervision, curriculum, instruction, school operations and pupil support services. Worked continuously with all stakeholders.

08/94 – 06/98 Shamrock High/Middle School

Assistant Principal for Instruction – Worked under the direction of the Principal to assist with administering and supervising the total school instructional program. Functions include, but not limited to, establishing a climate conductive for learning, planning, and coordinating programs, effecting change and decision making. Worked with the principal to analyze, communicate and utilize student achievement data to redesign for improved student learning. Worked with the principal, teachers, students, parents and counselors to ensure appropriate programming for all students. Supervised teaching and learning on a continuous basis for improvement of classroom instruction and teacher-pupil; relationship. Coordinated the school's testing program. Collaborated with feeder schools (elementary and high school) on a continuous basis for seamless student transitions. Developed and built the master schedule as directed by the Principal. Prepared a variety of written reports and correspondences. Carried out other duties as assigned.

08/90 – 07/94 Cedar Grove High School

Mathematics Teacher – Instructed and counseled 9th, 10th, 11th and 12th grade Algebra I, Geometry and Pre-Calculus students.

Testing Committee Member

Assisted in developing and implementing strategies and programs to improve standardized test scores at Cedar Grove High School. Conducted in-services to instruct Mathematics Teachers in the effective use of teaching strategies.

Advisor/Sponsor for Student Organizations

- Student Government
- Band Auxiliary Director, Drill Team and Flag Corp

08/78 – 07/90 **HOUSTON INDEPENDENT SCHOOL DISTRICT, Houston, Texas**

Welch Middle School 1980 – August 1990
Rogers Junior High School 1978- 1980

Mathematics Teacher – Instructed, counseled and disciplined 7th and 8th grade students.

- Developed concepts and skills needed to meet the curriculum demands; prepare daily lesson plans; provide teacher, student, parent counseling / advisory sessions.
- Textbook Adoption Committee (1984)
- Nominee for "Teacher of the Year" at Welch Middle School. (1987 –88)
- Faculty Advisory Committee. (1985 – 86 and 1988 – 90)

Spring 1988 **Review Writer, Texas Assessment of Minimal Skills Test (TEAMS)**

One of three selected to write an 11-point objective, 25-30 page review manual for teachers and students designed to supplement the regular 7th grade mathematics curriculum and facilitate participative teaching. Manual was used in all 23 district middle schools, and was instrumental in increasing district-wide test scores by 10%.

1988-1990 **Phase 1 Master Teacher Appraisal Pilot Project Participant**
Assisted in determining teacher duties in the area of curriculum instruction, professional development, communication and student learning; and to investigate evidence or data sources that can be used to determine successful completion of duties assigned in the four areas listed above. In addition, teacher duties in the area of supervision of student teachers, acting as team leaders, mentors or departmental chairperson, conducting academic training, and assessing career ladder candidates were analyzed for clarification and evaluation purposes.

1988-1990 **Administrative Office Assistant** selected to assist the Assistant Principal. Duties included one-to-one counseling with students, contacting parents regarding discipline problems and scheduling teacher conferences when necessary.

1987-1990 **Department Representative** on the District Wide Curriculum Advisory Committee. Served as liaison between the Advisory Committee and the teachers of the Math Department.

1988-1990 **Supervising Teacher** to Student Observers from the University of Houston. Duties included demonstrating lessons and assisting with other developmental skills as lesson planning, teaching and classroom management techniques.

1987-1990 **Demonstration Teacher** assigned to facilitate and assist teachers placed from other schools to learn teaching and classroom management within the math department at Welch Middle School. Developed plans in conjunction with teachers' needs for conducting daily classroom activities; provided information to first-year teachers regarding teaching improvement techniques.

Summer 1987 **Teacher Trainer,** selected by Madeline Reed, Mathematics Department Director, for instructing teachers in using the new mathematics curriculum and using supplemental materials to enhance its effectiveness.

Summer of 1987 **Lead Teacher** for the Math / Science Video Project Phase II. Developed and conducted in-service workshops for teachers focusing on the use of manipulatives in the classroom.

OTHER EXPERIENCE:

1976 – 1978 TEXAS SOUTHERN UNIVERSITY, Houston, Texas

Teacher Corps/Peace Corps Program

Teacher Corps / Peach Corps Intern, Houston Texas

Teacher Intern at Jack Yates Senior High School. Observed and taught mathematics classes. Counseled students in choosing and preparing for future careers. Tutored adults for GED program. (1976-1977)

Peace Corps Volunteer, Ghana, West Africa

Taught advanced mathematics to senior high school students, female dormitory supervisor and counselor, and female sports assistant. (1977-1978)

LISA PATRICE HAYGOOD
599 TERRY STREET, SE ~ ATLANTA, GEORGIA 30312 ~ 404.226.3094 ~ LHAYGOOD@US.IBM.COM

PROFESSIONAL EXPERIENCE

International Business Machines, Atlanta, Georgia ..... 1995 - Present
Account Interface Manager, State of Georgia
Georgia Technology Authority ..... January 2010 – Present

Responsible for overall business office management primarily including business controls compliance, audits, contract deliverables, risks and issues management, formal correspondence onboarding / off-boarding and third party contract management. Act as client focal for governance meetings and third party contract management. Consistently maintain successful working relationship with the project office management team including Senior PE, Delivery PE, Finance Manager and others as necessary for day to day tasks as well as strategic account projects. Regularly manage matrixed back office support team of approximately 10 resources.

Chargeback Program Manager, State of Georgia
Georgia Technology Authority ..... February 2009 – December 2009

Responsible for management of the account's Business Office Chargeback function. Provided direction to the Business Office Chargeback team members and performed work to include Chargeback invoice creation, validation of usage input, interaction with finance for comparison/linkage to IBM invoice to GTA, invoice issue resolution, resource unit usage data feeds, rate code entry, and system administration and access. Also responsible for acting as the point of contact for the Client on all system related issues and processes.

Manager, CMS Shared Business Office ..... January 2006 – February 2009

Effective First Line Manager for (up to) thirty IBM employees and IBM contractors who supported various IBM Strategic Outsourced contracts. Had responsibility for human resource activities and business results for all employees. Interacted successfully with peer managers, Project Executives, Cross Functional resources and employees on all aspects of managing Business Office.

Michelin Account, Business Office Manager
SE Regional Project Support Office ..... January 2004 – January 2006

Responsible for overall business office management including Business Controls and Audits, Request for Services, and Deliverables and Issues Management. Worked directly with the Project Executive and trained new PSO account personnel as necessary.

Fluor Account, Proposal Manager
SE Regional Project Support Office ..... July 2003 – September 2003

LISA PATRICE HAYGOOD
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Responsible for refining and managing the Request for Services process utilizing POST and ManageNow. Interacted with internal IBM groups as necessary as well as with the Fluor Customer.

ITS Group, Project Manager/Team Lead,
SE Regional Project Support Office..... May 2002 – December 2003

Acted as point of contact for IBM Sales Principals and Support Groups for project coordination services. Responsible for managing several projects related to equipment rollouts and procurement of IBM and OEM equipment. Duties included management reporting, cost analysis, and budget containment.

Lexmark Account, Proposal Manager
SE Regional Project Support Office.....December 2002 – June 2003

Responsible for managing the Lexmark Requests for Services process which includes request tracking and proposal development. Worked directly with internal IBM groups including Finance, SDC, BCS, and AMS and the Lexmark Customer. Duties included PMP RFS Process Owner, Internal and External RFS Meeting facilitator and RFS focal.

GE Capital / NASCO Account
Business Analyst Team Lead, Project Support Office .....March 2000 – May 2002

Responsible for Contract Management duties in support of Senior Project Executives that included issue documentation & tracking, Audit and Business Controls, Contract Change and Deliverables Management. Interacted with IBM & Customer Executive Teams in day-to-day Project Office operations.

GE Capital Account
Automated Production Control (APC) Technical Support ..... September 1998 - March 2000

Responsible for analyzing customer tickets, responding and resolving in a timely manner utilizing change and problem management. Worked with end user GE Customers that included technical & business minded individuals in gaining closure to problems. Provided 24-7 technical support as needed. Also responsible for application upgrades and Y2K testing.

Prudential Group Issue System (GIS) Project.....October 1997 - September 1998

Responsible for analyzing customer data and supplying appropriate SQL to resolve data issues. Worked with customer's billing system, VSAM files and DB2 data for problem analysis.

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599 TERRY STREET, SE ~ ATLANTA, GEORGIA 30312 ~ 404.226.3094 ~ LHAYGOOD@US.IBM.COM

Business Information Directory (BID) Project..... June 1995- September 1997

Responsible for mainframe programming support and maintenance of an IBM Information Warehouse Application. Provided C, DB2, SQL, REXX and JCL skills for enhancements and maintenance as project team requires. Utilized CPMA, Lotus Notes, VM, VMS and TSO as necessary for daily programming and communication tasks.

EDUCATION

CLARK ATLANTA UNIVERSITY, ATLANTA, GA
M.S., Computer Information Systems, May 1995
B.S., Computer Science, May 1990

SIGNIFICANT VOLUNTEER ACTIVITIES

Project Manager, IBM EX.I.T.E. (Exploring Interests in Technology and Engineering) Camp, Since 2003. Responsible for the overall planning, budgeting and management of the Atlanta segment of IBM Worldwide technology camp which services an average of 20 local middle school students and is staffed by an average of 10 IBM volunteers.

IBM Spirit Steering Committee Volunteer, Since 2008. IBM Spirit's mission is to reach out to IBM employees in the communities where they live to foster a sense of IBM family. Current volunteer responsibility is as the Citywide Event Coordinator and Community Representative Liaison.

JRDONALD E. MASON, JR., Ed.D.

3318 Floral Valley Court Dacula, GA 30019

(770) 932-0294(home) **(678) 898-7999(office)**
(770 530-5327(mobile) **mason0714@comcast.net**

ACADEMIC PREPARATION

UNIVERSITY OF ALABAMA, Tuscaloosa, AL; January 2002-May 2010

Degrees Earned: **Ed.D., Educational Leadership, May 2010**
Ed.S., Educational Leadership, December 2003

NORTH CAROLINA CENTRAL UNIVERSITY, Durham NC; January 1991-May 1994

Degrees Earned: **M.A. English, May 1994**
B.A., English, August 1989

EXECUTIVE PROFILE

I am a high performance Principal with nearly twenty years of experience in the field of education. I am a passionate and positive education professional with the proven ability to move schools forward by significantly improving student achievement, and by creating solid and sustainable community partnerships that impact student achievement. I lead employees to a higher level of productivity while increasing student achievement, and promoting a positive school culture that embraces life-long learning. I have proven experience in instructional design, formative and summative assessment, and data disaggregation. I am equipped to handle conflict resolution with my stellar interpersonal skills, and I have the skill set to handle individuals from different backgrounds and cultures.

PROFESSIONAL BACKGROUND

PRINCIPAL, Redan Middle School, Lithonia, GA, July 2011-present

- Recently recognized as a Title I Reward School with Highest Progress 2012-2013
- Engage instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and district expectations for learning
- Lead others in the use of research-based learning strategies and processes
- Use techniques such as observation protocols to document that instructional staff use of strategies to elicit higher-order thinking skills and processes, including critical thinking, creative thinking, and self-regulation
- Analyze data from multiple sources to inform a decision about curriculum, assessment, and instruction
- Use technology tools for data analysis
- Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults
- Develop and implement distributed leadership as part of the process of shared governance
- Lead job-embedded professional learning that aligns with school and district improvement goals and supports student achievement
- Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation, and learning teams
- Monitor and evaluate the implementation of a standards-based curriculum
- Engage instructional staff in the use of assessment data to design and adjust instruction to maximize student learning and achievement

***PRINCIPAL, Salem Middle School,* Lithonia, GA, July 2007-2012**

- Served as the instructional leader for an International Baccalaureate World School
- Established a STEM partnership with Spelman College
- Made AYP in first two years as Principal and removed school from Needs Improvement status
- Led and engaged faculty members in professional learning communities that focused on researched based instructional strategies and data disaggregation
- Worked with district and state level representatives to improve student achievement
- Worked with all community stakeholders including parents, local residents and business leaders to optimize student learning outcomes
- Provided leadership in the areas of curriculum, instruction, assessment, data analysis, professional development, personnel management, emergency procedures, and facility operations
- Worked with the School Leadership Team to plan and maintain the instructional focus for the school
- Conducted weekly informal walk throughs to guide the school's instructional focus
- Managed finances to secure instructional resources that promote student achievement

***ASSISTANT PRINCIPAL,* Richards Middle School, Lawrenceville, GA, August 2006-June 2007**

- Monitored and resolved problems with Detention and Saturday School
- Developed Individual Learning Plans (ILPs) for Transition students
- Conducted on-going data reviews and evaluate instructional methodology with team teachers
- Served as coordinator of Saturday School, In-School Suspension and Administrative Detention programs
- Served as eighth grade administrator and athletics director
- Provided oversight for middle school transition program
- Served as Beta Club faculty advisor
- Oversaw crisis management program

***ASSISTANT PRINCIPAL,* Dacula High School, Dacula, GA, August 2002-June 2006**

- Oversaw the issuance of Certificates of Attendance for students seeking a Georgia Drivers License
- Monitored compliance with the high school Alcohol and Drug Awareness program
- Acted as liaison for various media outlets about positive events for the high school
- Provided academic and behavioral support for tenth grade students and parents
- Served as Faculty advisor for Student Advisory Committee
- Facilitated instruction for all homebound students
- Scheduled and organized the issuance of student ID cards
- Advised and critiqued school newspaper and yearbook
- Provided oversight over school website

***ASSISTANT PRINCIPAL,* Norcross High School, Norcross, GA, August 2000-June 2002**

- Co-Chaired the International Baccalaureate curriculum program, designed to prepare students for colleges and universities and to encourage them to understand people from other countries and cultures. Completed rigorous curriculum training on maintaining an effective high school IB program.
- Served as the instructional leader for Science and PE Department
- Provided academic and behavioral support for ninth grade students and parents
- Planned and coordinated yearlong activities to facilitate the transition of eighth grade students
- Monitored Alcohol and Drug Awareness Program
- Developed an eighth grade articulation program designed to educate students and parents on preparing for the high school experience. Created a user-friendly manual detailing the registration process and course offerings for freshmen. Executive producer for video portraying the life of a new student entering high school
- Established a protocol for administering and monitoring the high school attendance program, which includes a system of accountability for teachers. Conducted comprehensive training program for all staff
- Evaluated, motivated and supported teachers in the areas of Science, Math, ESOL and Technology

ADMINISTRATIVE INTERN, **Lilburn Middle School, Lilburn, GA, August 1999-June 2000**

- Coordinated and resolved issues related to after school detention and Saturday School
- Planned, coordinated and administered county and state mandated achievement tests
- Worked with attendance clerk and school counselors to address excessive absenteeism
- Monitored a fleet of 30 buses; handled all bus discipline and referrals

TEACHING EXPERIENCE

English Teacher, **Berkmar High School, Lawrenceville, GA August 1994-June 1999**

- Inspired interest in literature by reading and analyzing various genres
- Taught Freshman and Sophomore Language Arts
- Stressed public speaking by giving oral assignments for critique by students
- Assigned daily journals, composition and research papers

PROFESSIONAL PUBLICATIONS AND PRESENTATIONS

Presentations

- "Effective Leadership Teams," Georgia Department of Education Summer Leadership Conference, 2008
- "Surviving and Thriving in Ninth Grade," Gwinnett County Public Schools Summer Leadership Conference, 2001

Publication

Mason, D. E. (2009) Free speech in public schools since *hazelwood.*

COMMITTEES

- DeKalb County School System In-School Suspension Committee, 2010
- Arabia Mountain High School Mascot Naming Committee, 2009
- DeKalb County School System Block Scheduling Sub-Committee, 2008
- DeKalb County School System Dress Code Committee, 2008
- Gwinnett County Public School System Discipline Task Force Committee, 2007
- Gwinnett County Public Schools System Local School Administrators team, 2005
- Gwinnett County Public School System Compensation Task Force, 2004
- Dacula High School Safety and Security Committee, 2004
- Gwinnett County Public School System Cross-Functional Action Team, 2003
- Berkmar School Improvement Committee, 1998

TRAINING

- Leader Keys Evaluation System Training, 2012
- Teacher Keys Evaluation System Training, 2011
- Common Core Curriculum Training, 2011
- America's Choice Implementation Training, 2010
- International Baccalaureate Curriculum Training, 2003 and 2009

ASSOCIATIONS

- Board Member, Leadership Prepratory Academy Charter School
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- Georgia Association of Educational Leaders
- Principals' Center at Georgia State University

REFRENCES

Angela Moton	Associate Superintendent, Elbert County Schools 50 Laurel Drive Elberton, GA. 30635 (706) 408-0100
Dr. Kenneth Bradshaw	Regional Superintendent, DeKalb County School System 1701 Mountain Industrial Blvd. Stone Mountain, GA. 30083 (678) 898-7544
Mr. Horace Dunson	Director of Athletics and School Safety, DeKalb County School System 1701 Mountain Industrial Blvd. Stone Mountain, GA. 30083 (678) 898-0840
Mary Anne Charon	Chief of Programs, Georgia Leadership Institute for School Improvement 1755 North Brown Road Suite 200 Lawrenceville, GA. 30043 (404) 630-4560

Philana Swann

MAILING ADDRESS **TEL** **EPHONE NUMBERS**

7811 White Oak Loop
Lithonia, GA. 30038

Home – GA: 678-526-9934
Daytime or Evening - Cell: 404 285-5071
Email: Philanaswann@bellsouth.net

QUALIFICATIONS

- Directed and managed services provided for clients involving multiple projects such as; payroll issues, customer service, time and attendance, training, and travel (GOVTrip FATA.
- Demonstrated ability to lead and manage others coupled with solid experience and training in Administration Management by providing advice on ways to enhance complex problem solving and improving administrative services within the organization.
- Directed and managed technical assistance program involving multiple projects. Improved department professionalism and enhanced consistency by accomplishing project objectives in an effective manner within the organization.
- Managed multiple and complex administrative programs and related projects. Initiated and planned strategies to meet the organizations objectives by defining the different levels and kinds of services needed to carry out assigned responsibilities and providing input on PMAP standards.
- Managed multiple projects designed to reduce liability, promote professionalism, and enhance staff awareness; policy and procedure reviews; organization , training, management of administrative requirements for supplies, property and office moves; scheduling departmental meetings/conference calls via bridge line.
- Fully-trained in curriculum development and systems; including Microsoft Office Suite, Internet, TASNET, GovTrip, ICE, Mainframe, MACCS, FMO Balanced Scorecard.
- Demonstrate ability to lead and manage others coupled with solid experience and training in management.
- Strong verbal and written communication skills.
- Managed and scheduled appointments, using outlook calendar.

PROFESSIONAL BACKGROUND/WORK EXPERIENCE

CENTERS FOR DISEASE CONTROL AND PREVENTION Dates Employed: 10/2011 – Present
Atlanta, GA Hours per Week: 40.0
Business Support Specialist- CGH/DGHP

As a Business Support Specialist at CDC-GDDER, I'm currently using my combined total of 10 years+ of specialized experience by providing direct support to the Deputy Director of Management and Operations in the Division of Global Disease Detection and Emergency Response Center of Global Health; Office of the Director. My duties include but are not limited to the following:

- Analyze data that is focused on administrative and procedural activities related to Division level functions of the Office of the Director for CDC's GDDER Procedures; such as delegations of authority Tracking.
- Keep Personnel Documents current by creating a centralized filing system, updating performance plans, documentation records, security clearances, ID Badges, Recommendation for Cash Awards, Visitor Management System, etc.
- Plan and carry out special projects to improve the efficiency and productivity for the division; such as entering the elements for the new HHS performance Management Appraisal System (PMAS) for employees.
- Track and document leave for Commissioned Corp Officers
- Compile data and prepare administrative reports/minutes for senior staff
- Facilitate organizational events for the division
- Track and document specific training assignments and special events at the request of the Deputy Director.
- Manage records control by assuring that the GDDER division records are maintained and disposed of in accordance with authorized disposition instructions.
- Provide technical assistance to Senior Staff regarding policies and procedures related to efficiency and effectiveness of in/out processing, VISA Purchases, ICE, ILA Requests, and travel requests.
- Keep Time and Attendance records for the GDD Operations Center and Deputy Director and assist in resolving any issues regarding pay or leave.
- Maintain all pay and leave records according to CDC records management regulations.
- Submit Memos for VLTP, advance S/L and A/L to payroll for processing.
- Submit memos for travel projections/reductions to the branches to review
- Serve as blackberry coordinator in a capacity of issuance and monitoring of bills
- Prepare correspondences pertaining to employee's time and attendance for signatures of Senior Staff.

- Responsible for Conference Room/Bridge line scheduling and ILA Requests for the Deputy Director and GDDOC to include certification of training and assuring the ILA account reconciles to the general ledger.
- Prepare Travel through GovTrip to include: travel arrangements, travel orders, vouchers, expense memos, and requests for accommodations for employees in the Division.
- Served as the Logistics Coordinator for the Haiti Operations Center in Haiti to coordinate incoming/outgoing CDC Atlanta TDY staff by confirming and verifying that the travelers have received eCCs and itineraries and submitted for processing. I scheduled airport pickup transportation for the incoming TDY staff and provide to the motorpool to have drivers assigned.

CENTERS FOR DISEASE CONTROL AND PREVENTION Dates Employed: 03/2010 – Present
Atlanta, GA Hours per Week: 40.0
Management and Program Assistant- OCFO

- Analyze data that is focused on administrative and procedural activit ies relat ing to the funct ions of the Budget Branch of CDC Financial Management Procedures, time and attendance procedures, and delegations of authority Tracking.
- I have knowledge of federal HHS and CDC Policies and Procedures
- Keep Personnel Documents current by updating performance plans, documen tation records, security clearances, ID Badges, Recommendation for Cash Awards, Telecommute Requests, etc.
- Plan and carry out special projects to improve the efficiency and productivity for the Budget Branch; such as entering the elem ents for the new HHS performance Management Appraisal Program (PMAP) for employees.
- Track and document budgeting data from FMO Scorecard
- Track and document specific training assignments and special events at the request of the Branch Chief.
- Manage records control by assuring that the Budget Branch records are maintained and disposed of in accordance with authorized disposition instructions.
- Assist with new personnel by assuring that federal hires, c ontractors, and auditors have appropriate space, computer equipment, telephones, clearances, keys, etc.
- Keep Time and Attendance records for the Budget Branch and assist employees in resolving any issues regarding pay or leave.
- Maintain all pay and leave records according to CDC records management regulations.
- Submit Memos for VLTP, advance S/L and A/L to payroll for processing.
- Prepare correspondences pertaining to employee time and attendance for signatures of Team Leads and Branch Chiefs.
- Responsible for scheduling a ll training in the Budget Branch to include certif ication of trainin g and assuring the ILA account reconciles to the general ledger.
- Prepare Budget Branch Travel through GovTri p. Prepare trave l arrangements, travel orders, vouchers, expen se memos, and requests for accommodations for employees in the Budget Branch.
- Research voucher status of out standing travel advances and subm it correspon dences to inform the employee of what actions could be taken to repay the travel advance.
- Track disposition of vouchers and follow-up when necessary.
- Provide logistical support to inclu de preparation of program materials, organization of extensive mailings, initiating registration and certification documents, responding to inquiries and resolving problems.
- Research and Review ULO data to make determination of unobligated or obligated funds.

NAI PERSONNEL/CDC Dates Employed: 09/2009 – 03/2010
Atlanta, GA Hours per Week: 40.0
Secretary V

- Analyze data that is focused on administrative and procedural activit ies relat ing to the funct ions of the Budget Branch of CDC Financial Management Procedures, time and attendance procedures, and delegations of authority Tracking.
- I have knowledge of federal HHS and CDC Policies and Procedures
- Keep Personnel Documents current by updating performance plans, documen tation records, security clearances, ID Badges, Recommendation for Cash Awards, Telecommute Requests, etc.
- Plan and carry out special projects to improve the efficiency and productivity for the Budget Branch; such as entering the elem ents for the new HHS performance Management Appraisal Program (PMAP) for employees.
- Track and document specific training assignments and special events at the request of the Branch Chief.
- Manage records control by assuring that the Budget Branch records are maintained and disposed of in accordance with authorized disposition instructions.

- Assist with new personnel by assuring that federal hires, contractors, and auditors have appropriate space, computer equipment, telephones, clearances, keys, etc.
- Keep Time and Attendance records for the Budget Branch and assist employees in resolving any issues regarding pay or leave.
- Maintain all pay and leave records according to CDC records management regulations.
- Submit Memos for VLTP, advance S/L and A/L to payroll for processing.
- Prepare correspondences pertaining to employee time and attendance for signatures of Team Leads and Branch Chiefs.
- Responsible for scheduling all training in the Budget Branch to include certification of training and assuring the ILA account reconciles to the general ledger.
- Prepare Budget Branch Travel through GovTrip. Prepare travel arrangements, travel orders, vouchers, expense memos, and requests for accommodations for employees in the Budget Branch.
- Research voucher status of out standing travel advances and submit correspondences to inform the employee of what actions could be taken to repay the travel advance.
- Track disposition of vouchers and follow-up when necessary.
- Provide logistical support to include preparation of program materials, organization of extensive mailings, initiating registration and certification documents, responding to inquiries and resolving problems.

Bellsouth Dates Employed: 11/2000 – 03/2009
Atlanta, GA Hours per Week: 37.5

Large Business Customer Service Associate/Team Leader

- Maintenance, Management, and Support of multiple accounts
- Periodic Review of and Resolution of Complex Billing
- Coordination of the Implementation of Telephony Services via Multiple Departments
- Proactively identifying and recommendation of specific products and services
- Daily review and clearance of all departmental errors
- Maintaining and exceeding company-wide set customer satisfaction and service objectives
- Functioning in the capacity of Management Assigned Team Lead/Coach
- Developed methods to adjust to the priority fluctuations while maintaining productions standards
- I in-put the data into the Microsoft Excel spreadsheet, maintain a hard copy and electronic file copy of the data; and manipulate the data in order to have the availability to pull statistics for reports and review.
- Mastery of a wide range of qualitative and quantitative methods for the assessment and improvement of program effectiveness or the improvement of complex management processes and systems.
- Extensive use with Microsoft Office NT/2000/XP in this position to prepare letters.
- I prepare and type correspondence that is for review by staff and upper management personnel.
- I collect, input, and manipulate data in a database management system.
- Utilize proficiency and judgment in applying and adapting the most appropriate guidelines, references and procedures daily for application in specific areas.
- Provided logistical support to include preparation of program materials, organization of extensive mailings, initiated registration and certification documents, responded to inquiries and resolved problems.

Bellsouth Dates Employed: 06/1999 – 11/2000
Atlanta, GA Hours per Week: 37.5

Administrative Reports Clerk

- Daily Review and Maintenance of employee MTR's to submit to payroll
- Ordering and maintenance of all office supplies
- Coordination of Company Events such as luncheons and holiday events
- Spreadsheet Updates
- Received differential when functioning in capacity of technician assisting Multi-Media Technicians
- Administers database, processes queries and train users.
- Handle incoming calls, greet and announce visitors, arrange and schedule conferences and appointments.
- Serve as a resource to other departments providing guidance and direction on policies and procedures.
- Maintain an extensive knowledge of manuals, circulars, memorandum and bulletins that pertain to the administrative and clerical phase of the department.
- Track and document all administrative activities and requirements for the facility.

- Utilize proficiency and judgment in applying and adapting the most appropriate guidelines, references and procedures daily for application in specific areas.

STRENGTHS/SKILLS & ABILITIES

Quality Organizational Skills | Office Procedures | Microsoft Word 2007
Data/Charge Entry | Typing 50+ wpm | New Employee Orientation Specialist
Computer Scheduling | Filing/Faxing | Records Maintenance
Payroll | Multi-lines | Telephone | Timekeeping
Record Keeping | Customer Service | Communication
Researcher
Team player

Specialized Certification/Awards/Training Received

Office Administration | Mentor/Mentee training | Phlebotomy
Payroll/Timekeeping | Meeting Planning | Mentor/Mentee training
Writing & Oral Communication Skills | Team Building | 2006 ATLANTIC ACHIEVER
2005 ATLANTIC ACHIEVER | GovTrip | ICE | Training
2007-2008 Single Point of Contact Large Business Presidential Escalations – Customer Care | NIMS Certification IS-00700.a
Federal Appropriations Law | Time off Award 2010 | MACCS training
Basic Fundamentals of FMO | Cash Award 2011 | Preparing for Work Overseas
HHS 2012 Annual Ethics Training | Introduction to Grants and Cooperative Agreements
Agency Budget Planning: Acquisition and Assistance | FMO ILA & IDP Training
Contract Severability Online Training | CDC Purchase Card Refresher | Emaill Management
HHS Records Management for All Employees | Federal Appropriations Law | Introduction to Project Management
Reimbursable Agreement | COTR | CDC-PMASPerformance Plan Maintainer

EDUCATION:

Savannah State University
Savannah, GA
Degree: Bachelor of Art and Science Degree, September 1997

Strayer University
Lithonia, GA
Degree: Masters of Business Administration Concentration Health Services, December 2010 .

References:

Catherine McFadden-Barnes | Bank of America | Senior Vice President; Retirement Services
Phone Number: 704 904-0872
Reference Type: Personal

Phillip Talboy | CDC | Deputy Director, DTBE,OID
Phone number: 404 639-8120
Reference Type: Professional

Carol McElroy | CDC | Branch Chief, Supervisory Budget OD
Phone Number: 404 685-7921
Reference Type: Professional

WANDA DENNIS HUGGET, PHD, LP

248-872-5227 **drwhugget@gmail.com**

QUALIFICATIONS

Seasoned, client-centered Licensed Psychologist with a broad range of clinical and consulting experience. Highly motivated self-starter with exceptional relationship building skills. Analytical, results-oriented leader with demonstrated business acumen and excellent problem-solving skills. Licensed in Georgia and Michigan.

EDUCATION

SAINT LOUIS UNIVERSITY
Doctorate in Clinical Psychology (APA Approved), 1999

- Dissertation Topic: A Typology of Coping: A Cluster Analytic Study of Coping Strategies Used by Successful African-American Males.

Master of Science (Research), 1997

- Survival of the "Endangered" African-American Male: Mediators of Resiliency and Well-being.

CLARK ATLANTA UNIVERSITY
Bachelor of Arts in Psychology, 1992

LICENSURE

GEORGIA
License Number PSY003531

MICHIGAN
Licensed Number: 6301011636

CLINICAL EXPERIENCE

IRWIN ARMY COMMUNITY HOSPITAL , Fort Riley, KS 2012 –2014
Clinical Psychologist- GS-0180-13

- Provide Psychological Services active duty soldiers and dependents.
- Specialized in Child Therapy and PTSD treatment of active duty Soldiers using Prolonged Exposure Therapy and Cognitive Behavioral Therap.

CARL VINSON VA MEDICAL CENTER, Dublin, GA 2009-2012
Clinical Psychologist

- Work in various mental health services lines including Substance Abuse, General Mental Health, OEF/OIF, Military Sexual Trauma and Women's Mental Health.
- Provide assessments, individual therapy, group therapy, family therapy, clinical supervision,
- Assist with program development and acquisition of new employees.

- Served as the Hospital wide Disruptive Behavior Coordinator, Women's Process Group Coordinator, Evidenced Based Psychotherapy Coordinator, and Mental Health Representative for the Post-Deployment Outreach Committee, Schedulers Training Committee.
- Serve as the MH Acting Director in the absence of the MH Director.
- Provide Evidence Base Psychotherapy for Post Traumatic Stress Disorder, Depression, Generalized Anxiety and Substance Abuse.
- Served as the Project Manager for the OMHO site visit 2012

FRESENIOUS DIALYSIS TREATMENT CENTER, Detroit, MI 2003 - Present
Clinical Psychologist *Hours Worked Per Week: 10-15*

- Provide individual, family and group counseling, stress management, psychological assessment, bariatric psychological evaluations as part of the requirement for obese patient seeking a transplant, behavior management, substance abuse, pain management, treatment compliance plans, end stage counseling, grief counseling and staff training
- Consult and collaborate with multidisciplinary staff.

PRIVATE PRACTICE, Southfield, MI 1999 - Present
Clinical Psychologist *Hours Worked Per Week: 10-15*

- Provide a range of counseling and therapy services, including individual therapy, group therapy, family therapy, couples therapy, and crisis interventions.
- Provided Bariatric Psychological Services to clients referred by their physicians or insurance provider.
- Consult with area businesses and organizations to develop workplace strategies and interventions.
- Administer and interpret academic and psychological tests.
- Manage all aspects of financial administration; recognized as a network provider for Blue Cross Blue Shield, Blue Care Network, Aetna, Magellan, Health Alliance Plan, Cigna, United HealthCare, Medicare, Medicaid, Value Options, and numerous Employee Assistance Programs.

NATIONAL FOOTBALL LEAGUE (NFL), Romulus, MI 2001 - Present
NFL Player Development Preferred Provider *Hours Worked Per Week: As Needed*

- Selected to serve as a Conduct Management Program Instructor for the rookies, practice squad, and players in violation of the mandatory conduct policy.
- Develop and deliver highly-effective seminars on a broad range of topics, including stress management, decision-making, time management, domestic violence, emotional intelligence, impulse control, and career guidance.
- Co-direct the mandatory life skills training program.
- Lead group and individual therapy sessions with players, staff, and family members.

INDEPENDENT CONSULTANT, Southfield, MI 2000 - Present
Charter School Developer *Hours Worked Per Week: As Needed*

- Consult with community members to foster the development of sustainable charter schools, providing assistance with key aspects of school design and implementation.
- Develop and draft charter proposals, including strategies for securing community support, recruiting students and high-caliber staff, training staff members, and fundraising.
- Design educational programs, accountability standards, and plans for the school's governance structure.

FIRST BORN OUTREACH, Fort Valley, GA 1999 - Present
Independent Consultant *Hours Worked Per Week: As Needed*

- Advise on the development and effective management of family-owned assisted living facilities, including recruiting and training staff members and developing job descriptions and manuals.
- Improve employee morale and positive client-staff relationships by developing incentive programs.
- Provide support with the CARF accreditation process.
- Increase productivity and client satisfaction by creating aesthetics plans for each facility.

THIRD JUDICIAL CIRCUIT COURT, Detroit, MI 1999 - 2003
Child Psychologist III/Team Leader, Juvenile Division *Hours Worked Per Week: 40*

- Collaborated on the development and evaluation of key programs at the Clinic for Child Study; work on a multidisciplinary team, supervised and evaluated staff members.
- Conducted assessments and led individual, group, and family therapy sessions.

BURDETTE & DOSS PSYCHOLOGICAL SERVICES, Southfield, MI 1999 - 2001
Contract *Hours Worked Per Week: 40*

- Provided career development, training, and mental health services for area businesses; administered and interpreted psychological tests.
- Led individual, group, family, and couples therapy sessions.

HENRY FORD WYANDOTTE HOSPITAL, Wyandotte, MI 1998 - 1999
Pre-doctorate Internship *Hours Worked Per Week: 40*

- Completed rotations in Child and Adolescent Psychological Services and Adult Neuropsychological Services, providing a range of services including individual therapy, group therapy, family therapy, pain management, treatment planning, and psychological and neuropsychological assessments.

SAINT LOUIS UNIVERSITY PSYCHOLOGICAL SERVICE CENTER, St. Louis, MO 1994 - 1998
Disability Determination Evaluator *Hours Worked Per Week: 10*

- Conducted psychological evaluations to determine eligibility for disability, assessing a wide age range of individuals with a broad spectrum of presenting problems.

TEACHING EXPERIENCE

SAINT LOUIS UNIVERSITY, St. Louis, MO 1995 - 1998
Psychology Instructor, Saint Louis College of Pharmacy *Hours Worked Per Week: 10*

- Taught multiple psychology courses for non-majors, developing and delivering lectures, facilitating classroom discussions, designing and administering assessments, and coordinating guest speakers.

AWARDS

Employee of the Month Department of Defense, Fort Riley Community Hospital

Steward Award, Greater Emmanuel Intuitional Church COGIC

Friends with a Better Plan Service Community Service Award

Saint Louis University Fellowship
Outstanding Leadership Award, Clark Atlanta University
Coca Cola Bottling CO. Community Service Award
Ridgeview Mental Health Institute Optimum Service Award
Alpha Kappa Alpha Sorority Inc. Academic Scholarship
Who's Who among American College and University Students
Academic Excellence in Psychology Award, Saint Louis University
Research Award, Saint Louis University

PUBLICATIONS, PAPERS, & PRESENTATIONS

Charter School Proposal presented to State of Michigan Department of Education. Proposal approved for funding (2003).

McInnis, M., Dennis, W. D., Myers, M., Sullivan, K. O., (2002) The Juvenile Justice and Residential Care Treatment Planner. Arthur Jongsma, Editor. John Wiley and Son Publications, Inc.

Dennis, W. D., Hughes, H. M., Clark, E., Smith, L. J. Mediators of resiliency for African American males. Paper presented as a part of a symposium entitled" Response to violence among African-Americans: Acknowledging and building on personal and community strengths," at the 28th Annual Convention of the Association of Black Psychologist, Chicago, IL, August, 1996.

Dennis, W. D., Hughes, H. M., Clark, E., Smith, L. J., (1997). Survival of the "Endangered African American Male: resiliency and Well-being. Unpublished Master's thesis, Saint Louis University, St. Louis Missouri.

Dennis, W. D., Stahl, J. College (1994) Students Attitudes Towards Police Officers. Poster Presentation at the South Eastern Psychological Association Convention, New Orleans, Louisiana

Gibbons, J. L., Hamby, Beverly, A. Dennis W. D. (1997). Researching Gender-Roles Ideologies Internationally and Cross-Culturally. Psychology of Women Quarterly 21 (1), 151.

Jones, E. F., Dennis. W. D., Washington, G. The Influence of Actor Race and Actor Gender on African-American Children's Achievement Perceptions. Paper Presentation 29th Annual Convention of the Association of Black Psychologist, Atlanta, GA, August, 1998.

PROFESSIONAL AFFILIATIONS

AMERICAN PSYCHOLOGICAL ASSOCIATION
Member, Division 12, Clinical Psychology
Member, Division 14, Society for Industrial Organizational Psychology

ASSOCIATION OF BLACK PSYCHOLOGISTS, DETROIT CHAPTER
Member

CONTINUING EDUCATION

Understanding DSM-V (6 CE CREDITS),
Presenter: CMI Educational Institute, INC, June 2013

Army Readiness Assessment Program
IACH Fort Riley KS
Presenter: Health Services Branch, September 2013

American Red Cross Community Cardiopulmonary Resuscitation (CPR) Renewal course (4 CE CREDITS)
Presenter: DOD American Red Cross Certified Training Staff

FEMA (1 CE CREDIT),
Presenter: Emergency management Institute June 2013

Cultural Diversity (1 CE CREDIT),
Presenter: Department of the Army, December 2012

Private Act and HIPAA Clinical Training (1 CE CREDIT)
Presenter: TMA Privacy and Civil Liberties Office January 2013

Suicide Awareness Prevention and Training for Civilians
Presenter: Department of the Army, December 2013

Prolonged Exposure Therapy (PE) Training and Certification, Atlanta GA (18 CE CREDITS),
Presenter: Department of Veterans Affairs, National Center for PTSD, March 2012

Cognitive Processing Therapy (CPT) Training and Certification (18 CE CREDITS), Nashville TN
Presenter: Department of Veterans Affairs CPT Initiative, January 2011

Personality Disorders in Social Work & Health (2 CE CREDITS)
Presenter: Felicia Brown MSW, CSW, July 2010

Psychopharmacology Training (2 CE CREDITS)
Presenter: Kia Anderson, MD, May 2010

Brief Therapy Inside and Out Cognitive Therapy for Depression (4 CE CREDITS)
Presenter: Sherry Hills, PsyD , March 2010

C&P Review Examination for Post-Traumatic Stress Disorder (4 CE CREDITS)
Presenter: Alan Vives, PhD, August 2009

VHA Implementation of Uniform Mental Health Services (18 CE CREDITS)
Presenter: Veteran Administration Staff, August 2009

Conference for Minority Veterans Program Coordinators (16 CE CREDITS)

Presenter: Veteran Administration Staff, June 2009

Mental Health and Chronic Illness (4 CE CREDITS)
Presenter: Betty Brown, CSW, February 2009

Work Place Violence (5 CE CREDITS)
Presenter: Michelle Esterbrook, MSW, LMSW, March 2008

Universal Precautions (5 CE CREDITS)
Presenter: Sharon Sawyer, March 2008

PROFESSIONAL REFERENCE

Kathie Nichols, PhD
Psychologist
Irwin Army Community
Fort Riley, KS 66442-5037

Michelle Myers, Ph.D.
Clinical Psychologist
2400 Southfield Rd
Southfield, MI 48075
(248) 443-7021

Debbie Ferguson
Mental Health Nurse Practitioner
Carl Vinson VA Medical Center CBOC
5398 Thompson Road
Macon GA 31220
(478)-8867 x3819

DONRICH L. YOUNG

760 King Sword Court SE
Mableton, GA 30126
404-556-9611 (mobile)
donrich.young@yahoo.com

Dynamic and intuitive mid-career professional with more than 15 years -experience as a Special Agent (Criminal Investigator) within the federal law enforcement community. Excellent communicator and emerging leader who has been successful in conducting both white collar and traditional law enforcement investigations.

PROFESSIONAL EXPERIENCE

Federal Deposit Insurance Corporation (FDIC) Atlanta, GA August 2012-Present
Special Agent (Criminal Investigator)

- Serve as lead criminal investigator in Multi-million dollar economic crime investigations to include but not limited to Bank Fraud, Money Laundering, Mortgage Fraud, Bankruptcy Fraud, Organized Crime, etc.
- Conduct significant financial analysis and utilize evidentiary reasoning for the purpose determining investigative merits.
- Plan, manage, lead and organize multi-agency task force initiatives.
- Serve as guest instructor/lecturer for investigative developmental courses wherein the disciplines are Bank Fraud and Mortgage.
- Work closely with the United States Attorney's Office (USAO) in multiple judicial districts to ensure that satisfactory prosecution of individuals violating federal law through the use of FDIC insured institutions.
- Provide periodic case updates and briefings to senior management both in oral and written form.
- Responsible for the successful convictions of 11 defendants involved in two major mortgage fraud investigations involving 70 Million Dollars.
- Conduct significant interviews of witnesses and subjects in a variety of investigative areas.
- Utilize electronic sources of information in the course of adequately exhausting investigative efforts in agency related matters.
- Maintain and enhance knowledge of contemporary rules of banking and associated legislation(s), i.e.- Bank Secrecy Act (BSA).
- Coordinate with industry-related colleagues and personnel regarding fraud or investigative activity of mutual interest.

U.S. Nuclear Regulatory Commission (NRC) Atlanta, GA September 2007 – August 2012
Special Agent (Criminal Investigator)

- Prepared, organized and led criminal and regulatory/administrative investigations for Office of Investigations.
- Coordinated with the technical/engineering staff on matters of mutual interest to include but not limited to licensee inspections with paralleling OI investigations, Assist to Staff assignments involving witness or alleger interviews.
- Planned and managed logistical aspects of nuclear security meetings and threat briefings related to issues which could arise at nuclear reactor or material waste site/facility.
- Analyzed evidence and conducted substantial research into procedural violations and applicable statutes.
- Drafted extensive investigative reports which were reviewed by the internal staff and external organizations.
- Provided case briefings to Office of Investigations senior management officials, prosecutorial entities and industry security personnel.
- Utilized substantial interviewing and interrogation techniques to achieve confessions from subjects in approximately 30% of OI case related initiatives assigned. Confessions resulted in employee terminations and debarments.
- Worked in tandem with officials from the U.S. Department of Justice (Main Justice) and U.S. Attorney's office with respect to case referrals and prosecutorial merit.
- Conducted interviews of substantial importance with subjects, witnesses and ancillary staff affiliated with a variety of NRC initiated investigations such as discrimination cases involving whistleblowers, nuclear security and report ability issues and product substitution investigations involving nuclear industry vendors.
- Planned, managed and led internal training sessions for Office of Investigations staff.

Westwood College (online) Denver, CO January 2005 - present
Adjunct Professor

- Instruct, critique and manage various elements of undergraduate level criminal justice courses.
- Design, coordinate, & serve as lead faculty for new course entitled "Organizational Politics in Criminal Justice."
- Responsible for directly developing and assisting 10 former students with obtaining federal law enforcement positions.
- Serve as faculty mentor and professional advisor/ mentor for advance level criminal justice students.
- Achieved one of the highest faculty approval ratings with the School of Justice.
- Serve as a senior faculty mentor to "freshman faculty" members new to Westwood College Online.

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U.S. Department of Housing & Urban Development (HUD) Philadelphia, PA August 2000- August 2007
Special Agent (Criminal Investigator)

- Conducted, directed and coordinated investigative efforts on the behalf of HUD/Office of Inspector General (OIG), in a variety of case concentrations to include but not limited to mortgage fraud, equity skimming, public corruption, contract fraud, Section 8 tenant/landlord fraud, and narcotics trafficking in public and assisted housing facilities.
- Managed a multi-agency fugitive apprehension which resulted in more than 65 arrest in three days.
- Led a major mortgage fraud investigation which resulted in six indictments and restitution in the amount of $ 3.4M.
- Worked with personnel from the District Attorney's Office and State Attorney General's Office on all matters of interest that warranted state level prosecution.
- Investigative efforts resulted in 55 legal and or administrative actions in fiscal year 05, translating into recoveries of $5M.
- Drafted comprehensive investigative reports which were subsequently reviewed by, and presented to senior level management officials.
- Spearheaded OIG policy development committee, and conducting trending research on strategic measurement practices being utilized within the federal law enforcement community.
- Coordinated the training and development of special agent trainees and transitional employees.
- During the course of my tenure with HUD/OIG, was responsible for effectively investigating white collar investigations which resulted in over $10M in restitution and recoveries being paid by defendants to the United States Treasury.
- Recognized nationally within the agency for my work on a 2 year ground-breaking narcotics trafficking investigation, wherein the largest heroin trafficker in Western, PA was indicted and found guilty in U.S. District Court.
- Worked intricately with State and Local housing agencies/ partners regarding compliance and regulatory issues relevant to the public housing sector.
- Co-Case Agent of a two year Narcotics Suppression investigations which resulted in the conviction of the most notorious trafficker of Heroin to the Western Pennsylvania region. Investigation also resulted in the seizure of more than $400,000
- Provided testimony during grand jury and trial proceedings both in U.S. District Court and State Court.
- Developed an intricate knowledge and application of Rules of Criminal Procedure and Rules of Evidence.
- Critical member of agent working group which partnered with management in the development and preparation of a media relations plan to be implemented at the conclusion of high profile and large-scale investigations.
- Served as lead criminal investigator for regional Fugitive Felon Initiative (FFI) wherein I worked as a liaison with various federal, state and local law enforcement agencies.
- Elected by peer group to serve as our regional representative on the Employee Advisory Council, which met with Sr. Leadership for the purpose of identifying and negotiating terms and conditions on items which impacted Special Agents.
- Developed and directed strategic case management plan and operational orders for HUD/OIG case related initiatives
- Conducted highly sensitive investigations involving elected and appointed officials.
- Team leader on a public corruption investigation in PA, which achieved indictments against a Borough Mayor, staffer and contractor, who pled guilty to conspiracy and fraud charges in state court. Restitution order totaled $275,000
- Conducted training and presentations to community housing organizations, public housing authorities (PHA's) in the area of HUD fraud.
- Achieved significant administrative success following investigative efforts, through suspension and debarments.

Federal Aviation Administration (FAA) Detailed from HUD/OIG Pittsburgh, PA October 2001 – March 2002
Federal Air Marshal (FAM)

- Served as chief law enforcement officer on commercial airline carriers flying throughout the domestic United States.
- Primary function consisted of ensuring the protection of the aircraft, flight crew, passengers and all associated property.
- Conducted key briefings and threat assessments to airline personnel and other law enforcement/security entities.
- Provided FAA headquarters with substantial and detailed status updates on a weekly basis.
- Drafted concise reports, wherein all investigative and security issues were identified and adequately addressed.
- Advised flight crews regarding potential threats or hostile situations on over 400 flights immediately following 9/11.
- Managed intelligence gathering process, while working on multi-agency aviation security intelligence task force.

EDUCATION

Master of Arts (M.A.) – Organizational Management. University of Phoenix, Pittsburgh, PA. May 2003
Bachelor of Science (B.S.) – Political Science. Lincoln University, Oxford, PA. May 2000

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Mableton, GA 30126
404-556-9611 (mobile)
donrich.young@yahoo.com

TRAINING

Reid & Associates training on interviewing and interrogation
Criminal Investigator Training Program, Federal Law Enforcement Training Center (FLETC)
Inspector General Academy, Continuing Legal Education Training Program (CLETP).
Mid-Atlantic Region, FBI Consortium on Bank/Mortgage Fraud Training
Inspector General Academy, Undercover Operations Training Program (UOTP)
Continuing Legal Education Training Program, Federal Law Enforcement Training Center (FLETC)
United States Attorney's Office (USAO), Criminal Discovery Training Program

AFFILIATIONS/MEMEBERSHIPS

National Organization of Black Law Enforcement Executives (NOBLE)
Sandtown Youth Sports Association (SYSA), Volunteer Little League Baseball Coach
Executive Advisory Board, Milk & Honey Ministries, Corsicana, TX
Treasurer, Carrollton-Douglasville (GA) Alumni Chapter, Kappa Alpha Psi Fraternity, Inc.

DONNA RAY HILL, Ed. D.

770-736-7599-Home
404-630-2570- Cell
Step2RayH@comcast.net
482 Grassmeade Way
Snellville, Georgia 30078

PROFESSIONAL PROFILE

An experienced transformational leader with uncompromising success in quality instruction and curriculum with a proven record of demonstrated and consistent success in rural, suburban and urban school settings. Creative problem-solver with the ability to resolve conflict, improve morale, and consistently exceeds academic goals.

Leadership	The ability to manage through multi-task operations and make sound financial and administrative decisions.
Communication	Excellent communicator with well-developed presentation skills. Able to develop and maintain productive relationships with colleagues, staff and community at all levels.
Human Relations	Effective relations builder with ability to promote positive learning environments and successful relationships with community and students.

CAREER OBJECTIVE

To obtain an instructional/operational leadership position in a thriving school system.

EDUCATION/CERTIFICATIONS

2002	Ed.D. - Educational Leadership
	Clark Atlanta University
1995	M.A. Educational Leadership
	Clark Atlanta University
1995	**Certified in Administration/ Supervision in Georgia**
1992	B.S. Music Education
	Florida Agricultural & Mechanical University

PROFESSIONAL EXPERIENCE

2011-Present Principal, Greene County High School-Greene County School System

Responsibilities and duties include, but are not limited to implementing, supervising and evaluating teachers with the Teacher keys Effectiveness System (TKES) Instrument, implementing and managing professional learning sessions, master scheduling as well as teacher duties and responsibilities with the Georgia Teacher's Duties Responsibilities Instrument (GTDRI). Prescribed and implemented school wide cross functional instructional and operational leadership teams which included members from faculty and staff to address all populations in the community**. *** Currently, I serve as principal liaison on the superintendent's leadership cabinet.

Accomplishments include:

- 1: 1 IPAD initiative which placed an IPAD 2 in each student's hands allowing student text books and research items to be delivered electronically.
- Successfully implemented and managed the School Improvement Grant (SIG) of over 4.5 million dollars over a period of three years.
- Successfully monitoring of the Gateway to Educational Achievement & Reengagement (GEAR).
- Implementation and monitoring of the International Baccalaureate (IB) Middle Years Program (MYP).
- Implementation and monitoring of Academies: Ninth Grade, Ombudsman, Applied Arts and Sciences, and Entrepreneurial business courses.
- Creation and monitoring of Increased Learning Time (ILT) within the regular school instructional day.
- Implementing Literacy across the Curriculum for all grade levels.
- Implemented and monitoring the College and Career Readiness Performance Index (CCRPI) School wide.
- Served on the district wide AdvancED team and gained recommendation full accreditation.
- Created, implemented, and monitored educational programs for students in higher learning through Advanced Placement (AP) classes to address those students who required more challenging and rigorous track.
- Implemented Coaching protocol to address instruction and assessment tied directly to data analysis and monitored and adjusted instruction based on sound instructional practices and strategies.

2010-2011 Principal, Lovejoy Middle School-Clayton County Schools

Responsibilities and duties included being a curriculum and instructional leader as well as supervised and monitored all financial school operations and teacher evaluations.

Accomplishments include:

- Attaining Annual Yearly Progress (AYP) under No Child Left Behind for the first time in Lovejoy Middle school's history.
- Created the basic proposal for Race To The Top for Lovejoy Middle School
- Worked with state school improvement specialist to align a more rigorous curriculum for students.
- Development of common planning and assessments for connections and core teachers in Master Schedule development. This implementation ensured that the curriculum and student learning goals are aligned with Georgia Performance Standards, and that each student is successful with the necessary academic support.
- Developed and implemented Saturday Writing Workshops for struggling students. This program allotted additional time to work with those students who struggled with sentence structure and subject verb agreements.
- Developed and implemented the Hunter's Ridge Outreach Program which increases the school attendance, achievement, and decreased discipline referrals and potential dropout rates for high school. The parents and students made this a very successful venture.
- Implementation of Read 180/Connection remediation class which students in these classes showed a 10% growth in their reading and math skills. These classes successfully assisted LMS subgroups with measurable academic success.
- Developed and implemented a Transition Program for 5th-6th and 8th -9th grade students. This program was designed to utilize data in determining the academic needs of the rising student population to ensure academic success. The staff, parents and students assisted with the fluid transition from Elementary to Middle to High.

2007-2010 Principal, North Clayton High-Clayton County Schools

Responsibilities and duties included serving as the curriculum and instructional leader as well as supervising and monitoring all financial school operations and teacher evaluations. Implemented and monitored the "High Schools That Works" initiative focusing on professional learning communities for staff and teacher professional training.

Accomplishments include:

- Created and implemented a school wide writing plan which increased student writing scores by 10% overall on the Georgia High School Graduation Writing test.
- Created and implemented a school wide numeracy plan which increased student math scores by 10% overall on the GHSGT in math. Also, recognized by the Georgia Department of Education as one of the high schools that increased math test scores.
- Increase language arts scores on GHSGT by designing initiatives that aligned standards with the state curriculum.
- Implementation and monitoring of the International Baccalaureate (IB) Diploma Program (DP).
- Attaining Annual Yearly Progress (AYP) under No Child Left Behind.
- Established school –wide progressive discipline plan and coordinated all student extracurricular activities;

2005-2007 Assistant Principal, North Gwinnett High- Gwinnett County Schools

2001-2005 Assistant Principal, Shiloh High School-Gwinnett County Schools

1998-2001 Assistant Principal, Towers High School-DeKalb County Schools

1997-1998 Assistant Principal, Terry Mill Elementary- DeKalb County Schools

1996-1997 Assistant Principal, McNair High School-DeKalb County Schools

1992-1996 Band Director and Assistant Band Director in Dougherty County School System and DeKalb County School System

OTHER EXPERIENCES

2012	NASBE Superintendents Academy
2010	Instructional Class Keys Coaches Training
2011	GLISI Pilot Leadership Program
2009	GLISI Summit and Base Camp
2009	International Baccalaureate Coordinator Training
2007	Georgia Leadership Institute for Educational Leaders
2007	International Baccalaureate Administrator Training
2005	Superintendent's Cross Functional Team (FTE Committee)
2005	Professional Learning Communities Training
2003	High Schools That Works School/SREB
2003	Gwinnett County Compensation Task Force Committees
2002 –2005	Founder of Young Men and Women with Values and Principles Shiloh High School
2002-2003	Member of State Accreditation Team
1990-1991	**Veteran of Desert Shield/Desert Storm, United States Marine Corp**

PROFESSIONAL ORGANIZATIONS

Member of Georgia Association of Educational Leaders (GAEL)

Member of Professional Association of Georgia Educators (PAGE)

Member of Georgia Association for Supervision and Curriculum Development

Member of National Association for Supervision and Curriculum Development (ASCD)

Member of National Staff Development Council (NSDC)

Member of National Association of Secondary Black Educators (NASBE)

Appendix 14

Appendix A- Insurance and Indemnification Form

Appendix B- Copies of Required Insurance Policy

Appendix A

Insurance and Indemnification Form

INSURANCE AND INDEMNIFICATIN FORM

Leadership Preparatory Academy, Inc. (LPA) agrees to indemnify, defend and hold harmless the DeKalb County Board of Education, the DeKalb County School District, and the DeKalb County School System (hereinafter collectively referred to as "DCSD"), their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to **LPA's** employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of DCSD owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of **LPA,** its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to **LPA's** performance of this Agreement regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

1) **LPA** shall be excused from its indemnification obligations above:

    a. If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of the Indemnitees; or

    b. If DCSD fails to:
        i. provide written notice of the third party claim or suit as soon as practicable;
        ii. cooperate with all reasonable requests of **LPA**; or
        iii. assist **LPA** with the defense and/or settlement of such claim or suit.

2) **LPA's** obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.

Insurance

1) **LPA** shall procure and maintain throughout the term of this Agreement a policy or policies of insurance providing coverage as set forth below that shall protect **LPA** and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of **LPA's** operations under this Agreement. The foregoing policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. **LPA** shall procure the insurance policy(ies) at **LPA's** own expense and shall furnish to DCSD a certificate(s) of insurance containing the following information:

    a. Name and address of agent/broker;

    b. Name and address of insured;

    c. Name of insurance company, underwriting syndicate, or other insuring entity;

    d. Description of coverage in standard terminology;

    e. Policy period;

f. Policy Number;

g. Limits of liability;

h. Name and address of certificate holder;

i. Acknowledgment to the DCSD of notice requirements of material adverse change;

j. Signature of authorized agent/broker;

k. Telephone number of authorized agent/broker; and

l. Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

In addition to the Certificates of Insurance, **LPA's** broker/insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by **LPA** herein. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

2) **LPA** is required to maintain the following insurance coverage(s) during the Term of this Agreement:

a. Workers Compensation Insurance in the amount of the statutory limits established by the General Assembly of the State of Georgia. **LPA** shall have the ability to self-insure its required workers compensation coverage if it is an approved self-insurer in the State of Georgia;

b. Comprehensive General Liability Policy (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation **LPA** for any liability assumed hereunder;

c. Business Auto Policy to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used by **LPA** or **LPA's** personnel in the performance of this Agreement and their operations;

d. Educators Professional Liability Insurance (Errors and Omissions) in the amount of $1,000,000 per Insured per Wrongful Act and $3,000,000 in the annual aggregate per Insured for all Wrongful Acts;

e. Should **LPA** desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

f. All Risk Property Insurance in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by **LPA**. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $250,000 per claim;

g. Crime and Fidelity Insurance in the amount of $500,000 per loss subject to a deductible of not more than $10,000 per occurrence covering Employee Theft and

Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery or Safe Burglary, Computer Fraud, and Money Orders and Counterfeit Currency;

h. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:

   i. Except for Professional Liability policies, all coverage shall be on an "occurrence" not "claims made" basis;

   ii. The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to DCSD or an Indemnitee for any reason until at least thirty (30) days prior written notice has been given to DCSD;

   iii. Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;

   iv. All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof;

   v. Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitees.

i. Under coverage required under Sections 2 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:

   i. Except as provided otherwise above, minimum limits of $1,000,000 per occurrence $2,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia.

   ii. Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.

   iii. Shall include Indemnitees as Additional Insureds.

   iv. A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

3) **LPA** shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as **LPA** shall deem appropriate and adequate for the work being performed. However, the obligations of **LPA** to the Indemnitees assumed in Sections "Indemnification", and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, **LPA** agrees that their obligation to indemnify and insure the Indemnitees shall pertain to all losses arising out of the subcontractor's acts or negligence in the same manner and to the same extent as if committed by the **LPA**. **LPA** shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

Appendix B

Copies of Required Insurance Policy

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 10/15/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 340 Jesse Jewell Parkway Suite 510 Gainesville GA 30501	**CONTACT NAME:** Pam Clark **PHONE (A/C, No, Ext):** 770-533-7600 **FAX (A/C, No):** 877-868-0028 **E-MAIL ADDRESS:**
INSURED LEADPRE-02 Leadership Preparatory Academy, Inc. PO Box 835 Lithonia GA 30058	**INSURER(S) AFFORDING COVERAGE** / **NAIC #** **INSURER A :** Catlin Indemnity Company 24503 **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** 396289024 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY PRO-JECT LOC OTHER:	Y		CNDGAEPP11894002	8/1/2014	8/1/2015	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG 	$1,000,000 $1,000,000 $5,000 $1,000,000 $2,000,000 $2,000,000 $
A	**AUTOMOBILE LIABILITY** ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			CNDGACAP11895002	8/1/2014	8/1/2015	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) 	$1,000,000 $ $ $ $
A	UMBRELLA LIAB X OCCUR X **EXCESS LIAB** CLAIMS-MADE DED RETENTION $			CNDGAEXL11897002	8/1/2014	8/1/2015	EACH OCCURRENCE AGGREGATE 	$5,000,000 $ $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ $ $
A A	Educators Legal Liability Crime			CNDGAELL11896002 CNDGAEPP11894002	8/1/2014 8/1/2014	8/1/2015 8/1/2015	Each Claim/Aggregate Per Occurrence	1,000,000 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Crime coverage includes: Employee Theft, Forgery or Alteration, Inside Premises-Theft of Money and Securities, Outside the Premises, Computer Fraud, Funds Transfer Fraud - Limit Per Occurrence $1,000,000

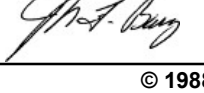
CERTIFICATE HOLDER

Dekalb County School District
1701 Mountain Industrial Blvd
Stone Mountain GA 30083

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

POLICY CHANGES

The following item(s):

☐ Insured Name	☐ Insured Mailing Address
☐ Policy Number	☐ Insured Legal Status/Business of Insured
☐ Effective/Expiration Date/Retroactive Date	☐ Premium Determination
☐ Payment Plan	☐ Self-Insured Retention or Deductible
☐ Additional Interested Parties	☐ Classification/Class Codes
☑ Limits/Exposure	☐ Underlying Insurance
☐ Covered Property/Location Description	☐ Added/Deleted Endorsement(s) or Exclusion(s)
☐ Rates/Scheduled Rating	☐ Mooring Location/Navigation

Limits/Exposure(s) are amended as follows:

Employee Theft $1,000,000
Computer Fraud $1,000,000
Forgery or Alteration $1,000,000
Funds Tranfer Fraud $1,000,000
Inside the Premises - Theft of Money and Securities $1,000,000
Outside the Premises $1,000,000

The above amendments result in a change in the premium as follows:

☐	No Change	☐	To Be Adjusted At Audit	Additional Premium	Returned Premium	Surcharge\Taxes
				$612.00		

All other terms, conditions and exclusions remain unchanged.

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective: 8/1/2014 Policy Number: CND-GA-EPP-11894-002 Endorsement NO. 2

Insured: Leadership Preparatory Academy, Inc. Premium: $612.00

Insurance Company: Catlin Indemnity Company

Authorized Signature: Kevin C. Beer

ABAP 403 11 11 Includes copyrighted material of Insurance Services Office,Inc,with its permission Page 1 of 1

CERTIFICATE OF LIABILITY INSURANCE

DSU R022

DATE (MM/DD/YYYY) 8/14/2014

THIS CERTIFICATEIS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATIONIS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
PAYCHEX INSURANCE AGENCY INC 210705 P: F:(888) 443-6112 PO BOX 33015 SAN ANTONIO TX 78265	PHONE (A/C, No, Ext):	FAX (A/C, No): (888) 443-6112
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC#
	INSURER A : Trumbull Ins Co	27120
INSURED	INSURER B :	
	INSURER C :	
LEADERSHIP PREPARATORY ACADEMY INC. 6400 WOODROW RD LITHONIA GA 30038	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS,EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N *(Mandatory in NH)* If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		76 WEG GA3806	11/09/2013	11/09/2014	X PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$1,000,000
							E.L. DISEASE- EA EMPLOYEE	$1,000,000
							E.L. DISEASE - POLICY LIMIT	$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES **(ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

Those usual to the Insured's Operations.

CERTIFICATE HOLDER

Dekalb County School District
1701 MOUNTAIN INDUSTRIAL BLVD
STONE MOUNTAIN, GA 30083

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Marc Maillox

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ACORD 25 (2014/01) **The ACORD name and logo are registered marks of ACORD**

CERTIFICATE OF LIABILITY INSURANCE

DSU R022

DATE (MM/DD/YYYY) 8/14/2014

THIS CERTIFICATEIS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER	CONTACT NAME:	
PAYCHEX INSURANCE AGENCY INC 210705 P: F:(888) 443-6112 PO BOX 33015 SAN ANTONIO TX 78265	PHONE (A/C, No, Ext):	FAX (A/C, No): (888) 443-6112
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC#
	INSURER A : Trumbull Ins Co	27120
INSURED	INSURER B :	
	INSURER C :	
LEADERSHIP PREPARATORY ACADEMY INC. 6400 WOODROW RD LITHONIA GA 30038	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS,EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N *(Mandatory in NH)* If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		76 WEG GA3806	11/09/2013	11/09/2014	X PER STATUTE / OTH-ER	
							E.L. EACH ACCIDENT	$1,000,000
							E.L. DISEASE- EA EMPLOYEE	$1,000,000
							E.L. DISEASE - POLICY LIMIT	$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES **(ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

Those usual to the Insured's Operations.

CERTIFICATE HOLDER

Dekalb County School District
1701 MOUNTAIN INDUSTRIAL BLVD
STONE MOUNTAIN, GA 30083

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Marc Maillox

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Appendix 15

Assurances And Statements

ASSURANCES AND REQUIRED STATEMENTS

The petitioner assures that the following procedures and obligations will be followed throughout the term of the charter in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations:

Academics and Assessments

BJH The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

BJH The charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual, and other state and local guidance on assessment.

BJH The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Internal Audit Team as needed and as determined by the Charter School Office.

Student Support Services

BJH The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations.

BJH Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.

BJH Establish a Section 504 team in accordance with state guidelines and local school board policies.

BJH Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

BJH Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

BJH Comply with Section 504 by providing the appropriate accommodations and equipment.

BJH Immediately notify the DCSD Director of Support Services upon receipt of a complaint made by a parent/guardian or student concerning Section 504, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

B.J.H Hire or contract Certified Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker and a licensed school nurse to provide services to eligible students (in accordance with State guidelines and DCSD policy).

B.J.H Develop an Individualized Education Plan (IEP) for each student identified as needing special education services.

B.J.H Employ substitute teachers as required by state guidelines until certified teachers are hired if the charter school does not have certified staff.

B.J.H Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.

B.J.H Immediately notify the Director of Special Services upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

B.J.H Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

Facilities

B.J.H The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

B.J.H The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

B.J.H The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

B.J.H Any future facilities, beyond those proposed in the petition, which will be used to educate students are subject to approval by the local board of education and the State Board of Education prior to occupancy.

Financial

BJH Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

BJH The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

BJH The charter school agrees to submit monthly financial statements to the DCSD Charter

Schools Office.

BJH The charter school is subject to an audit by the District's Internal Audits Department.

BJH The DeKalb County School Board requires an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065(b)(7), at the school. The financial reporting format shall be in conformity with generally accepted accounting principles.

BJH The school will comply and adhere to the State's October 1 financial audit deadline, and forward a copy of the school's annual audit to the DeKalb County School District's Director of Finance and Charter Office no later than October 1st of each year.

BJH The school will be responsible for providing various financial reports to the DeKalb County Board of Education including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

BJH Any financial audit findings may result in termination of the charter after review of by the DCSD Finance Department.

BJH The charter school will comply with the federal monitoring requirements for schools receiving federal funds.

BJH Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

BJH Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Petitioner. The charter school shall not request any additional funds from the DCSD to cover any deficit created by the charter school and the DCSD shall not allocate funds for the charter school for the next fiscal year until the deficit has been eliminated.

BJH The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSD shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or services, except as otherwise agreed in the charter contract.

B.J.H The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.

B.J.H In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned

B.J.H If the charter plans to cease operation, the school will notify the DCSD Charter Office with 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets. Any furniture and equipment purchased with DCSD funds shall be delivered to the school system. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, the DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

B.J.H The petitioner acknowledges that a charter may be terminated or non- renewed by the DeKalb Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's financial division.

B.J.H The petitioner acknowledges that if, in the judgment of the DeKalb Board of Education, the charter petitioner is in material breach of one or more provisions of this charter and if such material breach is not fully rectified within 30 days after the receipt of written notice to the petitioner identifying the breach and what must be done to rectify it, the DeKalb Board shall be authorized to suspend all payments to the charter school by the District, until such breach is rectified, and/or terminate the charter.

Personnel

B.J.H The charter school shall submit the Certified Personnel Index (CPI) survey to the DeKalb County School District's Human Resources Department no later than October 1, May 1 and July 1 and other times upon request by Human Resources personnel.

B.J.H The charter school will provide documented annual professional development for all instructional staff.

B.J.H The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, and any applicable state or federal laws. Teachers will meet all other GAPSC requirements for

highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines and regulations of the Georgia Professional Standards Commission, and any applicable state or federal laws.

Governance

B.J.H The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter. The operation and support of the charter school under the control management of DCSD will be the sole function of the local school level governance body.

B.J.H The charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

B.J.H No Petitioner and no member of the governing board of the Petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.
B.J.H All meetings of the charter governance board are subject to the provisions of § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).

B.J.H The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.
Administrative

B.J.H Representatives from the charter school will attend any workshop, in- services and/or training and other meeting(s) as required by the DeKalb County School District. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school district's email system and will check the email system daily to ensure they stay informed on all required events and information by DCSD, as this will be DCSD's primary means of communication with the schools.

B.J.H No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

B.J.H The charter school shall report daily attendance to the DeKalb County School System (DCSD) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the Student Information System (eSIS) application while the charter school shall provide hardware and the necessary Internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory

reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications that are to be produced.

BJH The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

Maximum Flexibility

BJH Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce the general rules and regulations governing all public schools to support the safety, welfare and educational success of all students. However, as a charter school, policies, rules, regulations and provisions of Title 20 may be waived.

BJH Pursuant to O.C.G.A. §20-2-2065(a), the charter school will meet or exceed the performance-based goals and measureable objectives, in exchange for maximum flexibility afforded by the law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, the charter school shall comply with the terms of the Charter, the Charter Schools Act, and compliance with all applicable federal and state and local laws that may not be waived, pursuant to O.C.G.A. §20-2-2065, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

Annual Report

BJH The charter school shall and will, by October 1st, submit an annual report to the Georgia Department of Education, the DeKalb County Board of Education and parents/guardians of students enrolled in the school. This report shall include all state-mandated assessment and accountability scores and comply with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). The annual report must indicate the progress made in the previous year in meeting the performance based goals identified in the charter and include all state-mandated assessment scores and state mandated accountability indicators.

B.J.H The charter school must use the template provided by the Georgia Department of Education to complete and submit the annual report, but will adhere to any additional survey or questionnaire requirements provided by the District. The District may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

Other

B.J.H The charter school shall comply with all federal, state, and local laws, regulations, policies, procedures, and court orders, including those outlined in DeKalb County Board of Education Charter School Guidelines. Failure to comply with any and all recommendations or directions of the DCSD Board Of Education with respect to the operation of the charter school may result in termination of the charter.

B.J.H The charter school will observe a brief period of quiet reflection in compliance with O.C.G.A. § 20-2-1050.

B.J.H The Charter School is subject to all laws relating to unlawful conduct in or near a public school.

B.J.H The charter school will not waive and is not exempt from the Federal law, including the following:

- School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. § 20-14-30 through O.C.G.A. § 20-14-41
- Shall Not Charge Tuition, O.C.G.A. § 20-2-133
- Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
- Reporting Requirements – Student Data Collection, O.C.G.A.§ 20-2-320
- Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
- Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
- Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.
- Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211

B.J.H The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting

commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands that a school not able to receive full accreditation by the end of its second year of operation shall forfeit their charter.

B.J.H The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), the charter may be terminated. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, the charter may be terminated unless it can document additional independent financial support.

B.J.H The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.