

"Passionately pursuing to create generations of globalized citizens."

The Charter Petition for
The Spence Institute of Leadership and Learning

Submitted to the

DeKalb County School District

March 17, 2016

(Revised: April 25, 2016)

(2017-2018 Academic Year)

Charter Information & Petition Questions

*The **DCSD Charter School Petition Guidelines'** questions are aligned and consistent with the GADOE Application. ALL questions and sub-questions must be answered. Corresponding tips are located at the back of these guidelines.*

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

Name of Proposed Charter School: The Spence Institute of Leadership and Learning

Check one: _x_ New Start-Up ___ New Conversion

___ Start-up renewal _ Conversion Renewal
___ College & Career Academy

If renewal, when was the original charter term start date? _____
If renewal, for how many charter terms has the school been in existence? _____

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

The Spence Institute of Leadership and Learning, Inc.

Contact person: Tomiko M. Thompson, Ed.S **Founder**
Name Title

Contact address: [redacted]

Telephone number of contact: [redacted]

E-mail address of contact: [redacted]

Grade Levels Served: K-8

Ages Served: 5-14

Proposed Opening/Renewal Date: August 2017

Proposed Charter Term: Five years

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
2017-2018	72	80	80	80	88									400
2018-2019	72	80	80	80	80	88								480
2019-2020	72	88	88	88	88	88	88							600
2020-2021	72	88	88	88	88	88	88	96						696
2021-2022	84	88	88	88	88	88	96	96	96					812

DeKalb County School District
Signature Sheet

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

The petitioner hereby agrees to adhere to all laws, regulations, and District Guidelines & Board Policy IBB during and after the petitioning 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.

Authorized Charter School Representative — **March 17, 2016** **Date**

1. 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

_____ _____
Chair, Local Board of Education — Date

2. 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

CHARTER APPLICATION COVER PAGES

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Check one: _x__New Start-Up ___New Conversion
___Start-up renewal ___Conversion Renewal

If renewal, when was the original charter term start date? _____
If renewal, for how many charter terms has the school been in existence? ____

*** Due to changes in Georgia State law, all charter contracts—*including those of conversion charter schools*—must be held by a Georgia non-profit corporation.**

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

_____The Spence Institute of Leadership and Learning, Inc._____

Name of Proposed Charter School: __The Spence Institute of Leadership and Learning_____

Local school system in which charter school will be physically located: DeKalb County School District

Contact person: _____Tomiko M. Thompson_____Founder_____
Name Title

Contact address: _____[redacted]_____

Telephone number of contact: _____[redacted]_____

Fax number of contact: _____

E-mail address of contact: _____[redacted]_____

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Charter School Name _____The Spence Institute of Leadership and Learning_____

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

Approved by the _____ **Board of Education on** _____

Grade Levels Served _____K-8_____

Ages Served _____5-14_____

Proposed Opening/Renewal Date __August 2017_____

Proposed Charter Term __Five 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 __ The mission of the Spence Institute of Leadership and Learning is to create globalized citizens who embody a passion to make a positive impact in their community and in the world. We will accomplish this goal by providing high quality educational programming in a service-learning environment for our students through the use of effective instructional tools, specialized training for our faculty and staff, and cooperative collaboration among all stakeholders.

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	72	80	80	80	88									400
Yr 2	72	80	80	80	80	88								480
Yr 3	72	88	88	88	88	88	88							600
Yr 4	72	88	88	88	88	88	88	96						696
Yr 5	84	88	88	88	88	88	96	96	96					812
Yr 6														
Yr 7														
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I. The Case

Q1. The Spence Institute of Leadership and Learning desires a charter to achieve its vision of delivering optimal levels of academics, core values, and social skills that will position our students to succeed in secondary, collegiate and professional programs. Obtaining a charter will allow us to create the systems that firmly supports the academic foundation that DeKalb County School District students need to become academically advanced and global-minded.

Our motto, "*Passionately pursuing to create generations of globalized citizens*", serves as a blueprint for the encapsulating work that we will seek to achieve with our students. A globalized citizen is one that believes:

- every community is our community;
- our educational foundation can contribute and impact our community
- through service-learning, we can take action to create positive change and
- cultural awareness helps us to identify with an emerging world.

As a service-learning institution, TSILL will guide students in demonstrating curricular objectives while engaging in meaningful and interactive service with those in the broader communities of DeKalb County, as well as nationally and globally, in order to develop a fuller awareness and understanding of the diversity of human experiences.

Dedicated to the advancement and cultivation of teacher leaders, we also desire a charter to better support, train, develop and celebrate the greatest asset of the school, effective teachers who provide game changing instruction.

Q1a. The premise to which The Spence Institute of Leadership and Learning (TSILL) was founded was to reawaken an educational atmosphere that is focused on building and developing teachers. We firmly and whole-heartily adopt the notion that the education of a child cannot be enriched without first cultivating the education and effectiveness of teachers. TSILL seeks to create a culture that evokes productivity, passion and excitement. The creation of that culture will be established when we provide teachers with the needed resources, training and support to make informed instructional decisions based upon academic data that will result in individualized and differentiated support for all students.

TSILL strives to deliver optimal levels of academics, core values and social skills that will position our students to succeed in secondary, collegiate and professional programs. We believe that our uniquely defined and research-based charter petition will exponentially demonstrate our intent to deliver a personalized learning experience that provides every student the opportunity to achieve their academic goals regardless of previous preparation or background. Through differentiated planning and support, service learning, and leveraging the best practices of curriculum design and technology, TSILL will engage students in 21st century work, using competencies necessary for productive lives as citizens in a dynamically and increasingly competitive global world.

Q1b. With a charter, Spence will be able to provide teachers with the job-embedded training that allows the relevancy and needs-based support that teachers need to succeed. We can afford this opportunity to teachers through our school's on-site teacher and development center, Spence University. Our larger mission is to shift our focus from desired student outcomes to answering the question of how do we create and enrich the processes and structures needed to achieve the student outcomes we want. In essence, when the process through which change and improvement must travel is defined and established; the outcome of desired results is a natural occurrence.

Spence desires the opportunity to sustain dynamic learning practices amid required accountability, increasingly diverse student populations, and a growing alienation and disengagement among many young people. A charter will assist us in meeting these challenges by engaging students of various abilities and learning styles; fostering a healthy balance between a student's individual aspirations and his or her responsibility as a productive citizen through regular and authentic service learning. As a service learning school, Spence will strengthen the school-community relationship by providing the window for communities to see students and classrooms as resources for addressing issues and in exchange shifting the mindset of students to become active contributors of the community rather than passive observers.

Without a charter, it would not be possible for us to make the intended contribution to a system that has demonstrated over 190 years of excellence[1]. Granting us a charter to open The Spence Institute allows us to participate in DeKalb County School District's campaign to become a nationally recognized school system that builds partnerships, values teachers and produces tomorrow's leaders. More importantly, with a charter we will have revolving opportunities to partner with other DCSD traditional schools, charter schools and centers to create a network that is focused on contributing to the mission and vision of our county and school system.

Q1c. In gathering data for community support and involvement in the development of the charter petition, the petitioning group developed grass root efforts to engage with DeKalb County School District parents of K-8 students. A small group of Spence supporters (comprised of parents and teachers of DeKalb County) joined members of the petitioning group to engage the community by talking with parents at local retail stores, churches, and community events to introduce the school and briefly entail the school's intent to be a community contributor through service learning.

The Founding Board collaborated with the research team of Constant Contact, to form marketing campaigns and survey platforms that would reveal what academic structures were most important to DCSD parents. The petitioning group used the training provided by Constant Contact and the research behind the characteristics of high performing schools to elicit feedback on numerous school elements including the academic support structures, fine arts, parent involvement, and school culture and then designed the survey and related methodology. The findings were utilized by the Founding Board to inform the development of our submitted petition. Our creatively designed marketing tools included our Facebook page and school website to gained the public interest and support for the charter petition. Our "Explore Spence-Service Learning" is one brochure in a series of brochures that were created to market the school and it also created the most attraction to complete our Community Support Survey. Our service-learning brochure is included in Tab 1.

The Founding Board used the open comment sections of the school's Community Support Survey to gauge how parents feel about their current DeKalb County school as well as answering the question on what Spence could do to garner and sustain parent support and involvement. The very audacious and honest feedback that we received helped fueled our academic design on what supports and structures need to be in place on day one. All survey responses are documented and included in the survey results. From the 150 respondents, 90% of the respondents (134) were DCSD parents with the remaining 10% of the respondents as community members. This significant sample size provided the petitioning team a true picture of educational programming that parents desire for their children. While many of the survey school elements are present in DCSD schools, Lithonia area schools have maintained long standing performance data at levels of Priority, Focus and Alert. With research demonstrating that these survey elements can produce high performing

[1] Retrieved on January 30, 2015 from http://oldwww.dekalb.k12.ga.us/about/history.html.

schools, we will actualize on those results by analyzing and designing a more strategic and intentional processes for how the school elements are created and performed.

Long after the approval of our charter petition, we intend to highlight parent involvement as an essential part of our academic program. TSILL will be committed to not only involving parents in the traditional events (parent night, open house, etc.), but also soliciting formal and informal input. Survey results revealed, that Spence must fulfill the need for an open, transparent, and inviting environment for our families. In the effort to formalize a supportive partnership with our parents, our priority will be to form the TSILL Parent Advisory Committee. Members of this committee must be parents/guardians of enrolled students. The purpose will be to actively advise and make recommendations to the school regarding creation of structures to improve student achievement, opportunities for increased parent/community involvement, parent education, and overall improvement of the school community. Additionally, the TSILL Parent Advisory Committee will formally present an annual report to the Governing Board of its recommendations for overall improvement of TSILL.

Strong communication and substantive collaboration with families and community will be the hallmark of TSILL. We will continue to develop parental involvement and participation in the school through methods that include, but are not limited to:

- Back to School, Open House Night
- Parenting classes
- Computer Literacy Night
- School volunteer opportunities

Q1c.i TSILL will have a strong focus on community – both in and outside of the school. Our vision is to serve a truly diverse background of students, representing the racial, cultural, and socio-economic demographics that DeKalb County offers.

The Spence Institute plans to serve approximately 812 students in grades K-8 by way of a full build out in Year 5, and will open August 2017 with grades K-4, accepting approximately 400 applications. TSILL will offer quality programs and supplemental educational opportunities that are not readily accessible to many DCSD students. TSILL intends to work in partnership with the DeKalb County School District to attract families and teachers by offering a unique, dynamic, and challenging charter school option. Our research of the academic data on surrounding schools in the Lithonia area matched survey results that the need for additional charter options were needed and wanted by parents and guardians.

While our initial focus groups and one-on-one conversations were focused upon introducing the school, the concepts of service-learning, STEM and fine arts, we felt it was vital to collect our data on how to build a program based upon the academic components that were most important to parents and the education that they want for their children. With participation of 150 DeKalb County parents and guardians, our survey results reflected that 75% of those parents considered their school to be “good” or “fair”. When asked to rate academic components that were the most important to them, respondents selected high quality teachers (54%), individualized learning plans and supports (52%), instructional strategies that reaches diverse learners (50%), and fine arts (48%) completing the top four academic components. Ninety-seven percent of the respondents stated that they would consider enrollment at The Spence Institute.

Q1c.ii Community Support Survey Result and Letters of Support- Tab 1: Community Support.

Q1c.iii During the writing stage of this petition, the Founding Board connected with community leaders and officials, businesses, schools, colleges, universities, learning centers, churches and retailers through the means of email, introduction letters, phone calls and scheduled meetings to establish a base to which the school can build and sustain community support. The initial campaign to seek out and establish successful partnerships is summarized below. Following this model of building and sustaining partnerships provided by NewSchools Venture Fund[2], allowed the Founding Board to better understand how to engage and collaborate with community leaders and organizations.

While it is laborious to find partnerships that meet all of the needs of a charter start-up, we sought to identify core needs that were critical to our initiation. By first identifying primary needs, of facilities and academic supports, it provided a clear focus of how we would invest our time and resources and we targeted our relationship-building efforts accordingly.

Our facilities-related correspondences involved land owners, real estate agents, loan agencies, builders including persons or organizations that could provide temporary spacing. We eventually partnered with Josh Gregory, Vice President of Colliers International Atlanta. This partnership provided an analysis of promising DeKalb County facilities that could serve as our school home. More information on this partner is listed under Q24. Please see Tab 20 for additional partners.

TSILL's enriched academic program has been supported through many interested parties. While the mutual benefit to partner with suppliers of instructional resources and support is understandable, TSILL will develop the infrastructure to maintain our partnerships overtime, moving beyond the roles of buyers and sellers.

Building successful partnerships requires a clear and shared vision for the relationship and structures that will allow partners to work together on an ongoing basis. Several factors played a major role in how we created partnerships. Those factors included sharing a common bond, seeking a two-way value, on-going communications and by establishing a relationship management structure to handle conflicts, answer questions and mediate problems. In addition to those factors we will seek to:

- **Build Internal Capacity**. By establishing a Collaborative Partnership and Outreach Design Team, TSILL will strategize how to effectively engage community stakeholders and specialize in creating specific partnerships that will enhance our curriculum, effectively market our charter school, and benefit the overall operations of the school.

- **Build External Capacity**. As we dedicate staff resources for future community outreach efforts, TSILL will also strive to garner support in the communities we intend to serve by attending neighborhood meetings and organizing focus groups.

TSILL will create avenues to support and sustain our newly founded partnerships. Those paths include, but are not limited to:

- Setting clear expectations for the partnership
- Maintaining open lines of communication
- Quarterly continental breakfast and tours of the school
- Invitations to school functions and sports events
- Annual Partnership Review/Evaluation

[2] Building and Maintaining Successful Community Partnerships, NewSchools Venture Fund, June 2007.

TSILL recognizes the importance of community ties. Schools are an integral part of the community in which it serves and as such, they are heavily impacted by the people and organizations that surrounds it. In creating a road map to maintain and build future partnerships, our efforts must not be haphazard or reactive, but strategic and proactive. We believe that we can best bridge community partnerships and enhanced curriculum by establishing a Collaborative Partnership and Outreach Design Team.

Our Collaborative Partnership and Outreach Design Team will be responsible for community outreach efforts that:

- builds and sustains positive community relations;
- showcases the school through organized school tours and social media
- creates access to valuable resources (i.e. instructional materials, volunteers, etc.) and
- develops partnerships that enhance and support the school's curriculum

We intend to quarterly measure the performance of our Collaborative Partnerships and Outreach Design Team by creating systems and metrics that track and maintain the progress and status of our community outreach efforts.

Q1c.iv- The Spence Institute of Leadership and Learning has sought to establish itself among DeKalb County's most elite organizations. Our memberships are targeted to pursue networking opportunities that are beneficial for both parties. Evidence of membership to the following organizations is included in: Tab 9 Community Memberships.

- DeKalb Chamber of Commerce
- Georgia Charter School Association
- Georgia Hispanic Chamber of Commerce

Additional partners are included in Tab 20.

Q2. "The mission of The Spence Institute of Leadership and Learning is to create globalized citizens who embody a passion to make a positive impact in their community and in the world. We will accomplish this goal by providing high quality educational programming in a service-learning environment for our students through the use of effective instructional tools, specialized training for our faculty and staff, and cooperative collaboration among all stakeholders."

The Spence Institute promotes the legislative intent to "increase student achievement through academic and organizational innovation" (O.C.G.A. §20-2-206) by way of building an advanced model of instructional supports and systems that promotes service-learning, K-5 STEM, and fine arts programming. By identifying and embracing flexible and innovative programs from what researchers have gathered from other high performing schools, TSILL will have the opportunity to actualize even better outcomes for our students. Our mission statement was methodically created to support this intent through the following academic and organizational innovations:

Excerpts from Our Mission Statement	Academic & Organizational Innovations
"…to create globalized citizens who embody a passion to make a positive impact in their community and in the world."	• Core Curriculum • Academic Blueprints & Standards-based Portfolios • Youth Advisory Councils Community and Advisory Meetings that include: • 4c's of 21st Century Learning • Social Skills Instruction • Thinking Maps Academic Enrichment Strands: • Visual Arts • Performing Arts • Foreign Languages
"…providing high quality educational programming…"	• Morning & Afternoon Study Halls • Saturday Learning Program • Afterschool Tutorial • Extended school day and instructional time • Unique School within a School Model • Service Learning • K-5 STEM
"…through the use of effective instructional tools…"	• TKES & Teach Like a Champion Crosswalk • Differentiated Instruction & Curriculum Compacting • Digital Literacy Tools & Blended Learning • Diagnostic Assessment Tools
"…specialized training for our faculty and staff…"	• Spence University • High Performance Organization Orientation & Training
"…cooperative collaboration among all stakeholders."	• Parent University • Parent Advisory Committee • Community Partnerships • Special Population Advisory Committees

Q2a. Cemented in our name, we are centralized on the advancement of teacher leadership and student learning. The Spence Institute of Leadership and Learning offers a variety of programs and initiatives for both teachers and students that are not currently offered at existing schools in DCSD. Specific examples and documentations are detailed below.

Programs &Initiatives for Spence Students

Service Learning. Spence will guide students through developed partnerships with community organizations to meet community needs through the application of academic objectives. Lessons plans, unit plans, planning and reflection tools, and culminating Institute Projects for fifth and eighth grade students will be a guiding standard for how students and teachers at Spence will strive to make an impact in local, national and global communities. Our partnership with New Tech Network (the first in DeKalb County and second in Georgia) will assist us in building a foundation of project-based learning supports that will be used for the advanced application of service learning as well as provide the needed structures in our quest to become a 1:1 technology school. Question 5 contains additional information on service learning at Spence and New Tech Network. Service learning documentation can be found in Tab 5 and New Tech Student Outcomes are included in Tab 8.

Public Speaking Courses & Clubs. Through our partnership with Toastmasters, Spence will create opportunities for students to develop and enhance their leadership and presentation skills. Utilizing the Toastmaster's Leadership Youth Program resources and our state speaking and listening standards, we will develop avenues for our globally-minded students to become great communicators, presenters, and leaders. Question 5 contains additional information on this Performing Arts component. Supporting documentation from Toastmaster's International can be found in Tab 13.

Saturday Learning Program. Our bi-weekly Saturday Learning Program is an added layer of support for Spence students to accomplish both academic and social leadership goals. Informed by student data, we will plan to offer remedial support to students in core subjects as well as foreign language acquisition. Tentatively, we will plan to use achievement data from Year 1 to determine qualifying students. Question 5 and Question 10 contain additional information on this program.

Enrichment opportunities will be provided based up students' service learning projects. Students will meet Saturday mornings to engage in volunteer opportunities, clubs, and events that nurtures problem solving skills, develops social skills and enhances critical thinking.

Programs and Initiatives for Spence Teachers

The Spence Institute will be a leader in placing great emphasis on People + Products= Performance. Our innovation will be in creating stronger frameworks and structures to achieve maximum productivity that yields desired student outcomes. Teacher supports to increase capacity and develop professionally will be a hallmark of the school. Two of the three programs and initiatives listed below were developed by the Founder of The Spence Institute and therefore do not exist in DCSD.

Great Teaching Everyday!: A Teach Like a Champion & TKES Crosswalk. Only the state of Missouri and The Spence Institute have developed structures to heighten and develop teacher awareness of how teacher evaluation performance standards are exemplified in everyday teacher behaviors and actions. Spence teachers will receive specialized training in writing SMART goals to improve Level I and II ratings utilizing the TLAC & TKES crosswalk. Question 5 contains additional information on this crosswalk. A sample of our crosswalk is located in Tab 10.

Spence University. As an on-site and job-embedded teacher development and curriculum center, Spence University seeks to provide real-time demonstration lessons, modeling and coaching that leads to improved teacher and learning. Spence teachers will be required to seek out opportunities of development and

advancement by obtaining 20 in-house PLUs each school year. Question 5 provides additional information on Spence University.

Accountability for All: Collaborative Metric Appraisal (CMA). In an effort to adopt the notion that all members of the school staff are contributors to the articulated goals of the school, the Founder of Spence developed the Collaborative Metrics Appraisal (CMA). The CMA is intended to be a fair and balanced assessment of a non-instructional employee's performance. From the development of SMART goals and request for needed resources to achieve those goals to concluding with an EOTY performance conference, we are drawing accountability lines that encompasses all staff members. Question 39 provides additional information on this tool. Our non-instructional evaluation tool is located in Tab 10.

High Performance Organization Framework. With the endorsement of the author Dr. Andre de Waal, Spence will utilize the conceptual framework introduced in What Makes A High Performance Organization: Five Validated Factors of Competitive Advantage That Apply Worldwide, to instill a school culture that acts with urgency in manifesting a start-up charter school into a High Performance Organization (HPO). Additional information on the HPO Framework is detailed in Questions 14-16 with a letter of support from the author and phase plan included in Tab 14.

The innovativeness and creativity that TSILL offers not only meets the needs and desires of the community for which it dwells, but it seeks to illuminate a standard of excellence that will set it apart from other DeKalb County schools. The Spence Institute's Program & Initiatives Pilot and Rollout Plan is presented in Tab 2.

II. Academic Objectives, Plans, and Waivers

Q3. TSILL has created the following goals and measures of student achievement to ensure that we meet our mission, CCRPI and Beating the Odds goals for startup charter schools, federal and state goals for all subgroups attending our school, and compliance with the NCLB. TSILL will continue to examine and refine its student and school outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. These goals shall result in improvement of school-wide student achievement and comply with the Single Statewide Accountability System in accordance with O.C.G.A. §20-2-2063. Spence has viewed the CCRPI and BTO goals (Attachments A and B) and the PowerPoint found on the GADOE's Charter Schools Division's website to inform our performance goals and objectives.

Academic Goal 1: The Spence Institute of Leadership and Learning will meet or exceed all State Performance Targets.	**Measure 1:** Beginning Year 1 of the first charter term and every year thereafter, instructional staff members will consistently participate in professional development and training that increases capacity and improves performance as measured by earned in-house Professional Learning Units (PLUs) and quarterly data.

Academic Goal 2: The Spence Institute of Leadership and Learning will demonstrate proficiency on national norm-referenced assessments.	**Measure 1**- From Year 1 baseline data gathered from norm-referenced assessments, the School will increase the percentage of students scoring at or above the 50% percentile by 2% in Year 2 and every year of the first charter term. **Target 1**: Beginning Year 1, the School will use diagnostic and predictive data from i-Ready Diagnostic Reading and Mathematics Program as a universal screener to provide differentiated instruction and individualized support to all students.
Academic Goal 3: The Spence Institute will present and implement a School-wide Positive Behavioral Intervention and Support (SWPBIS) Program that positively impacts student behavior and student achievement.	**Measure 1**: In Year 1, the School will gather previous year's behavioral data (where applicable) on each student to determine initial focus and needed supports (i.e. suspensions, attendance, etc.). **Measure 2**: In Year 2, through increased awareness, the School will form SWPBIS tier teams that improves the social and self-management skills of targeted students. **Measure 3**: By the end of Year 2, the School's behavioral data will reflect a 5% decrease in office referrals and increased student achievement when compared to Year 1.
Academic Goal 4: The Spence Institute will implement an evidence-based Service Learning Program that facilitates a personalized climate in the school.	**Measure 1**: By the end of Year 1, the School will demonstrate academic and community need connections through documented lesson and unit plans to reflect authentic service learning experiences. **Measure 2**: By the end of Year 1, the School will demonstrate positive engagement with the community through narrative reports from community organizations that details the School's impact.
Academic Goal 5: The Spence Institute will earn K-5 STEM certification by the end of its first charter term.	**Measure 1:** By the end of the Year1, the School will form a STEM Task Force to design a strategic action plan toward certification. **Measure 2**: Every year of the first charter term, the Executive Leadership Department will ensure inception and success of the School's STEM Program through targeted hiring and development of structures and process that support STEM planning, instruction, enrichment and assessment.

Contingency Plan for Unmet Performance Goals and Objectives

Performance goals and objectives will be closely monitored by all leadership departments (See pg. 71 for a description of the organizational model). Leadership departments will meet quarterly to analyze and discuss the impact of their strategic planning in the forward progression of the school's stated performance goals and objectives. Should it be determined that there is stagnation or a decline in performance, each leadership department will complete the following emergency action tasks:

- Revisit the department's strategic plan.
- Examine each target and its evidence
- Determine which target and its evidence was insufficient.
- Develop a strategic plan with SMART goals to remedy the failing targets.
- Reevaluate progress using a 30-60-90-day review interval pattern.

Q4. The principal will present the status of the school during the Board's monthly meetings through the presentation of the Principal's Report which will include academic progress and achievement as well as other aspects of the school. The instructional staff will compile and analyze data during grade level meetings and quarterly professional development days. The quarterly analysis will be used to plan instruction for the subsequent quarter. Teachers will maintain on-going communication with parents and guardians to discuss academic progress. Student portfolios will allow teachers, parents and students to view, discuss and set learning goals that leads to student achievement.

Q4a. All students will participate in ongoing assessments that will be used to measure student and school growth, as well as drive instruction. The table below provides the assessments and monitoring tools that the school intends to administer to obtain performance data for each student.

Assessment Name	Assessment Area	Applicable Grades	Administration Frequency
i-Ready Diagnostic Assessment	Reading, ELA, Math	Grades K-8	Fall, Winter Spring and Progress Monitoring of Skills
GA Kindergarten Inventory of Developing Skills	ELA, Math, Social Studies, Science, Approaches to Learning, Motor Skills, Personal and Social Development	Kindergarten only	Annually
Georgia Milestones	Reading, ELA, Math, Social Studies, Science	Grades 3-8	Annually
Measures of Academic Progress (MAP)	Reading & Math	Grades K-8	Pre Assessment (August) Post Assessment (May)
In-House Benchmarks	Social Studies, Science, Foreign Language Proficiency	Grades K-8	Quarterly
CogAT, TTCT	Eligibility for gifted services	Grades K-8	Upon identification of eligibility for assessment

WIDA, ACCESS	English proficiency	K-8 for ELLs	Semiannually (or when data suggests a student may be ready to test out of services)
EOG In-house Benchmark	Reading, ELA, Math, Social Studies, Science	Grades K-2	Spring
Student Learning Objectives (SLOs)	Non-tested Subject Areas	Grades K-8	As completed by the local district's timeline
Standards-Based Learning Portfolio	Reading, ELA, Math, Social Studies, Science	Grades K-8	Presented at the end of each semester

Q4b. Baseline data will be gathered within the first two weeks of the first day of school (or the student's enrollment if they enter after the start of the school year) with the applicable assessments for that grade level. This data will be analyzed, along with standardized assessment data and Student Learning Objectives (SLOs) from previous school years, to determine appropriate interventions, enrichments or additional assessments that students may be required to take to determine eligibility for special programs (gifted, SPED, etc.). The school registrar will work with prior schools to obtain student records as soon as a student's enrollment is confirmed to ensure instructional and support staff have adequate time to review records and schedule appropriate supports in advance of the start of the school year.

Q4c. The Spence Institute is committed to developing processes that measure student growth. We will use benchmark assessments as a tool to measure student growth and design curriculum that meets individual learning needs. Formative benchmark assessments, will allow our teachers to gauge the next steps in learning and develop a strategic action plan. Summative assessments will ascertain whether students and teachers have met yearly performance goals. A growth to proficiency model will be developed as a road map for our instructional team to monitor student growth. Using our baseline data, we will set growth targets that are measureable and reasonable. Quarterly assessment data will inform our instructional efforts throughout the year allowing us to keep our growth targets as a focal point for student achievement.

Q4d. The table presented in Q4a presents the wide variety of formal and informal assessment measures we will use to authentically gauge student mastery and growth in each content area. Where standardized assessments and benchmarks will be the primary means of determining school-wide trends, the need for student interventions, informal performance-based assessments will be critical to teachers' content area planning and support of students. We will encourage teachers to administer daily assessments, such as exit tickets, journals, or other means of measuring individual progress toward the lesson's objectives reliably and quickly—thus informing the subsequent lesson's delivery and content. Teachers will be expected to assign varied and valid rigorous assessment tasks that allow students to demonstrate their achievement in the most appropriate ways according to the nature of each subject area. These may include tasks such as open-ended questions, problem-solving activities, investigations, organized debates, hands-on experimentation, analysis and reflection, and/or tests. Providing both qualitative and quantitative feedback on assessments and tasks, teachers will use rubrics that specifically address the objectives being addressed by each assignment.

Q4e. The Spence Institute will collaborate with the local school system to participate in all state-mandated assessments by administering assessments in accordance with the DCSD testing calendar.

Q4f. The decision to use the i-Ready Diagnostic Assessment was made in large part, of the school's focus on effectively using data to drive instruction and interventions. The i-Ready Diagnostic Assessment is

aligned to the Common Core standards and provides a lexile score in reading, which will enable teachers to use the i-Ready assessment both as a tool to prepare for state assessments and as a means to measuring individual student and cohort longitudinal growth. While Georgia has renamed CCGPS to Georgia Standards of Excellence, we will ensure that i-Ready tools are aligned appropriately. The i-Ready assessment is a computerized, adaptive test used in grades K-8 to assess reading, language arts and mathematics standards mastery. The assessment determines the level at which students are performing and can project predictive benchmark scores that are criterion referenced and normed. Additionally, reports are generated that provide targeted instruction and intervention that meets the specific needs of each student.

Three times a year we will administer the diagnostic portion of i-Ready to determine student progress. Utilizing the formula behind Georgia Student Growth Model, Spence will examine the individual growth of students to provide instruction that is tailored to meet the goals of all students. Teachers will receive generated student profile reports that detail flexible groups based on ability and level of mastery with prescribed tools for instruction. Differentiated lesson plans based upon achievement data is produced for each teacher to guide instructional planning. See Tab 3 for sample i-Ready and Ready student reports and class profiles as well as Question 5 under *Innovations in the Use of Instructional Strategies* for additional information.

Student Learning Objectives (SLOs) will also be utilized to determine student progress. The primary purpose of SLOs is to improve student achievement at the classroom level and to provide evidence of teacher effectiveness. The process of setting and using SLOs requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by ensuring that identified strengths and needs are used for instructional planning.

Q4g. Weekly data meetings will be held by grade level teams and content area representatives to give teachers the opportunity to analyze the data and discuss the implications. Professional development days will be scheduled at the conclusion of each quarter to allow grade levels and content area representatives to analyze data and modify academic achievement plans for the subsequent quarter to effectively ensure the most dramatic student gains. Post-planning, summer professional development and summer programming for students will be organized according to achievement data with adjustments made to scopes and sequences, intervention and enrichment structures accordingly. This analysis will be shared with the Governing Board to provide an additional level of accountability to results.

Q4h. TSILL is subject to the accountability provisions of O.C.G.A. §20-14-30 and §20-14-41 and will comply as stated in State Board of Education (SBOE) Rule 160- 3-1-.07 with applicable federal accountability requirements by maintaining awareness and compliance requirements through in-house training sessions.

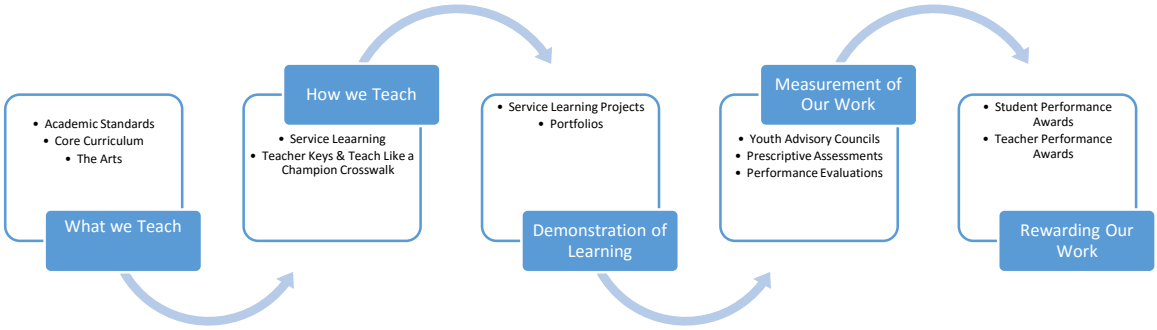
Q4i. Adhering to DCSD assessment guidelines and procedures outlined by the State Assessment Handbook, the school will maintain a designee who will act as the primary assessment coordinator and will be responsible for communicating with the district liaison designee and/or other DCSD officials regarding assessment participation and implementation.

Q4j. TSILL's assistant principal will assume the role of testing coordinator and will attend required test administration trainings held by DCSD.

Q5. To ensure that performance objectives are met, the school will create a school climate that acknowledges and acts upon the urgency to effectively educate students by providing needs-based support and resources

to teachers, a wide variety of learning formats and structures for students, and on-going collaborative partnerships with parents and other stakeholders for continuous improvement of products and services for all. More specifically, the school will establish structures for continuous feedback and dialogue regarding data progression, on-going training on how to tie data to teaching and learning and safety net programming for at-risk students.

Q5a. Distinguishable from most curriculum frameworks that regularly includes foundational academic skills and formal instruction of subject content areas, at Spence we seek to set a standard for creating an academic agenda that spans across the academic development of our students, to the measurement of teacher and student effectiveness and then arriving at the necessary and vital inclusion of rewarding teacher and student performance. We believe that when our lens is expanded to include these components, our curriculum focus targets the performance development of both teachers and students. Our focus on curriculum for students alone will not lend itself to how effective the learning of curriculum can be if we do not include the guidance of best practices for how the curriculum is taught.



What We Teach

Academic Standards

The curriculum framework at TSILL will be based on the Georgia Standards of Excellence (GSE) for Reading/ English Language Arts and Math, the Georgia Performance Standards (GPS) in Science and Social Studies, and both the GPS and American Council on the Teaching of Foreign Languages (ACTFL) standards for foreign language in Spanish and French. Accompanying the GSE in Speaking and Listening we will use program and leadership resources from Toastmaster's International for our public speaking course.

Core Curriculum

The core curriculum at The Spence Institute of Leadership and Learning is a common set of courses that are required of all students and considered necessary, irrespective of their college and career pathway those courses are described below.

Reading/English Language Arts

The Reading/English Language Arts classroom at Spence will be a place where students can connect their own lives to the lives of others through great literature. Students will have the opportunities to read and respond creatively, expressively, and analytically; to develop effective oral language skills; to investigate and present topics of interest using research methods, and to use media and technology to communicate for a variety of purposes. The Georgia Standards of Excellence (GSE) for Reading/ English Language Arts will be the primary curriculum resource for teaching this content area.

Language and Literacy Framework

The Spence Institute will utilize the Language and Literacy Framework for Literature and the Content Areas (K-8) was created by Fountas and Pinnell (2006)[3][4] as a student-centered approach to teaching literacy and language. The framework provides many opportunities for authentic reading and writing, as well as focused work on the essential elements of phonics, word study, and oral language development. The three blocks framework consist of language and word study, a reading workshop, and writing workshop. The framework design is a conceptual tool for organizing instruction that remains flexible, allowing numerous variations in content, student groupings, and the level of teach-directed instruction. Our students in grades K-3 will engage in an uninterrupted two-hour instructional block that will aid in our goals to develop proficient readers and writers by the end of third grade using differentiated instruction, blended learning, and personalized instruction. In a 50-minute instructional block, our 4th-8th grade teachers will utilize the three block framework, providing explicit strategy lessons in reading, writing and grammar using literature studies. Additional information on this instructional framework is presented in Tab 4 Content Area Instructional Frameworks.

Mathematics

Math instruction at Spence will emphasize the application of mathematics to real world problems through the use of mental process, collaboration, calculators and computers as tools in problem solving that allows students to develop their own mathematical understanding. Integrated math, science, and technology through STEM related activities will allow our students a more comprehensive view of how essential skills and knowledge can be connected.

The standards-based aligned curriculum, assessment components and differentiated instruction of i-Ready, Ready, and GADOE Math Frameworks will guarantee a viable curriculum that is conceptually oriented and contains a broad range of content. To ensure that our math instruction meets the needs of a large spectrum of learners that may exhibit learning disabilities, attention deficits, and/or higher order thinking skills, we will design our lessons to include:

- ***Systematic and explicit instruction***, a detailed instructional approach in which teachers guide students through a defined instructional sequence.
- ***Self-instruction***, through which students learn to manage their own learning with specific prompting or solution-oriented questions.
- ***Peer tutoring***, an approach that involves pairing students together to learn or practice an academic task.
- ***Visual representation***, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts.

Our K-3 math classrooms will also utilize the Glenna Tabor Math Group Rotation[5] during the 1.5-hour instructional math block and the 50-minute instructional block in grades 4-8. The Tabor Math Rotation is an instructional framework that effectively differentiates math instruction. The framework allows for RTI Tier I and Tier II interventions and small-teacher ratio for instructing every student in the room. A sample week-long rotation plan using Tabor Math Rotations for grades K-8 is presented in Tab 4 Content Area Instructional Frameworks.

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[3] Fountas, I.C. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency K-8: Thinking, Talking, and Writing About Reading. Portsmouth, NH: Heinemann.*

[4] Fountas, I.C. & Pinnell, G.S. (2000). Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy, Portsmouth, NH: Heinemann.

[5] Retrieved on March 29, 2015 from www.glennatabor.com.

Science

STEM (science, technology, engineering, and mathematics) education is active and focuses on a student-centered learning environment. Students engage in questioning, problem-solving, collaboration, and hands-on activities while they address real life issues. The Spence Institute of Leadership and Learning seeks to create a pipeline of STEM proficient students. However, we know that our work of impacting science in Georgia high schools, must begin in kindergarten. Typically, primary school teachers of grades K-3 have focused instructional time on reading, writing and mathematics with science and social studies times are shorten. Spence has taken the opportunity to provide additional learning time in these science with K-3 students receiving 50 minutes of science and a 45-minute laboratory time built into their connections schedule. We believe STEM skills built from early learning will help our students to develop the knowledge and habits that will engender a lifetime of STEM understanding and proficiency. Supporting research shows that younger students naturally explore, ask questions and discuss their findings. When those natural impulses are matched with fundamental science concepts and instruction in inquiry methods such as controls, communication, and record keeping, students gain a solid foundation in science that can help them move ahead and excel in STEM fields.

At Spence, we will begin with the end in mind. Using documents such as GADOE STEM program certification rubrics for elementary and middle school, recommendations from the National Research Council's (NRC) report on science education, and adapting Maryland State STEM Standards of Practice Frameworks for Grades K-5, we will design a STEM program that encompasses the following components:

STEM Program Design Component	How will we incorporate this component?
Makes STEM experiential, fun and engaging	The school's leadership department instructors and administrators will research and utilize secondary resources, such as Engineering is Elementary (EIE). EIE provides hands-on and interactive learning that is aligned to state standards and International Technology and Engineering Educators Association (ITEEA) Standards to ensure that the instruction we provide meets our desired design components.
Focus STEM activities on real-life issues and problems	As a servicing-learning institution, Spence will design lessons and projects that demonstrates application of academic knowledge and skills to real-life issues and problems.
Approaches STEM through multiple paths of engagement	Whether designing, creating or problem solving, we will develop multiple pathways of engagement that entices all students by capitalizing on our students' early interests and experiences.
Includes STEM activities across the curriculum	Professional development on incorporating the principles of STEM will be provided to all content instructors to ensure that students find STEM connections across the curriculum.
Considers gender differences	Moving away from the preconceived notions, such as men are doctors and women are nurses, we will seek to create more exposure to women and minorities that have made both present and historical contributions to science as well as providing like role models.

Offers extracurricular activities	During the initial charter term, Spence will create plans to include STEM related summer programs, afterschool enrichment activities, robotics competitions, science fairs and Olympiads.
Brings real world STEM professionals into the classroom	Our school developed STEM Task Force will collaborate with faculty, staff, and the school community to establish a STEM outreach team that creates related community partners.
Encourages parents to engage in creating STEM activities with their sons and daughters	Spence parents will be able to learn about STEM and how to participate in both school and community STEM activities through informational sessions offered at our Parent University.

Social Studies K-5 & Global Studies 6-8

At Spence, the purpose of our K-5 social studies curriculum is to prepare students to become citizens who participate in a democratic society. Our 6-8 global studies students will engage in targeted Social Studies topics; World Area Studies- Latin America, the Caribbean, Canada, Europe and Australia (6th), World Area Studies- Africa, Southwest Asia (Middle East), and Southern and Eastern Asia (7th) and Georgia Studies (8th), respectively.

TSILL's K-8 Social Studies curriculum will be based on Georgia Performance Standards with an integration of the Common Core Literacy Standards. The curriculum is designed to provide students with learning opportunities that support critical thinking, collaborative learning, and active participation while enabling students to function in a technologically advanced, economically and culturally diverse society TSILL will utilize the Georgia Department of Education's Social Studies Framework in order to provide the instructional outline for History, Geography, Government/Civics and Economics. Keeping with the three-part lesson format in reading, language arts, and mathematics, teachers will utilize an adapted version of Baltimore Public School Curriculum and Instruction Department's three-part lesson framework for science and social studies. This framework is included in Tab 4 Content Area Instructional Frameworks.

Technology Integration

Technology integration will be aligned to the International Society for Technology in Education (ISTE) Standards for Students to support teaching and learning. We will campaign for our teachers to integrate technology within the lessons and activities they plan for students.

TSILL will incorporate a number of blended learning strategies to complement and support classroom instruction. Sameer Babu (2009) defines blended learning[6] as the integration of live classroom activities, including face-to-face instruction, with online learning and instruction. 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 self-directed learning. Our blended learning formats are presented in Tab 4 Content Area Instructional Frameworks.

Health & Physical Education

The School's Health and Physical Education program will follow the GPS Framework for Health and Physical Education. Our expectation is that all students build on their previous experiences, including those students with disabilities. Although developmental appropriateness figures importantly in these guidelines,

[6] Babu M.S. (2009). *One plus two is not always three: A look into the merits of Blended Learning*. Maitrey College, University of New Delhi.

the expectation will be that 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 will create a comprehensive health and physical education program across age groups that holistically includes quality health and physical education standards.

The Arts

Fostering each student's development into a responsible citizen, our Visual Arts, Performing Arts, and Foreign Languages are vital and indispensable parts of the comprehensive education that we seek to provide at The Spence Institute. Arts instruction will enable our students to build self-esteem and self-discipline, to work cooperatively within groups and to effectively express themselves. We believe integrating the arts into other content areas will improve academic achievement, motivate attendance, promote involvement, and encourage disciplined behavior. It is our belief that every child can and should participate in the arts, regardless of talent, ability, culture, ethnicity or socioeconomic group. Our arts program will be supported by the highest quality education standards and outreach programs within the cultural community.

Visual Arts

At Spence, we know that a work of art is a representation of the world outside of art- often interpretations of everyday life. Through Painting, Drawing, Craft and Design our students will have a unique opportunity to expound upon mathematical and intellectual skills as well as promote positive habits and cooperative behaviors through these learning standards. We will aim to further enrich our Visual Arts Program through development of enrichment activities in photojournalism. Student interest and participation as well as parent feedback and satisfaction survey results will inform when and how these proposed activities will further expand our regular academic program.

Foreign Languages

Upon graduating from twelfth grade, Spence Institute students will demonstrate proficiency in two languages and have a foundation in world culture. While students in grades K-3 will receive Spanish instruction as a connections class, fourth through eighth grade students will receive Spanish as a daily core subject. During the second semester of the fifth grade year, our students will participate in a Foreign Language Exploratory Seminar designed to introduce European culture and arts. Matriculating to the sixth grade, students will be immerged in dual language instruction by receiving beginning French and continued Spanish instruction. Exploratory language acquisition tracks will be developed for those students who may need additional support in Spanish before enrolling in a second foreign language course. Our partnership with the Georgia Hispanic Chamber of Commerce and foreign language experts will support the development of programs and initiatives that are targeted to assist our students with continued Spanish instructional support as our middle school students embark on learning a new language.

Performing Arts

The Performing Arts at The Spence Institute of Leadership and Learning will provide students the opportunity to engage in Music, Dance, and Theater with the expectation of achieving basic literacy in the arts. We are currently working to develop collaborative networks with the fine arts experts at the Duke Ellington School of the Arts in Washington, DC and other fine arts institutions to provide continued tone and relevance to our Performing Arts Program.

Our middle school students will learn to enhance their opinion, informative/explanatory and narrative writing compositions through Public Speaking. We will utilize our Georgia Speaking and Listening Standards to guide our instruction and to build the confidence and leadership capabilities of our students through program resources from Toastmasters International. Public speaking will be a major component

to the many service-learning and portfolio presentations that our students will deliver to their classmates, school and community.

How we Teach

The Spence Institute will present the snapshots of student learning and performance as the academic standards, the core curriculum and the arts. The lens through which those components will be taught are the instructional frameworks that are our faculty and staff will create, sustain, and constantly improve upon.

Service Learning

In April 2009, President Barack Obama signed the Edward Kennedy Serve America Act, a courageous expansion of opportunities for all U.S. citizens to serve their communities and country.

> *"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course."*
>
> *– President Barack Obama*

Where President Obama's administration is working to develop national guidelines for service-learning in middle schools and high schools, in DeKalb County, Georgia, The Spence Institute of Leadership and Learning will design a K-8 educational institution that is centered on serving communities. The National Youth Leadership Council defines service-learning as an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. This innovative approach enhances students' academic growth as well as encourages community awareness, social action and leadership skill development. Utilizing a backwards design, teachers will plan the curriculum, striving to culminate units of study with collaborative planning with students to design creative and appealing interdisciplinary service projects that meets the needs of our local and global communities.

We will coordinate with other schools, institutions of higher education, and community service programs to identify the needs of the community and then organize efforts to reach those needs. Lake and Jones (2012)[7] specifically state that service learning:

- helps foster civic responsibility,
- is integrated into and enhances the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled, and
- provides structured time for students or participants to reflect on the service experience.

With the incorporation of the Service Learning Standards for Quality Practice, our teachers and students will be able to determine and ensure that that their efforts mirror high quality practice.

A service-learning toolkit that will aid in our introductory presentation to classroom teachers and parents is presented in Tab 5.

Project-Based Learning & Service-Learning

An interwoven component of service- learning is project-based learning. Project-based Learning (PBL) is a hands-on instructional method that integrates core content to solve real life problems. Schools that utilize a PBL approach work in teams to create a final product that demonstrates mastery of content standards and a demonstration of key skills such as critical thinking, collaboration, and communication. One of the critical

[7] Service Learning in the Pre-K-3 Classroom: The What, Why, and How to Guide for Every Teacher. Free Spirt Publishing, Minneapolis, MN.

aspects of project-based learning is public presentation of the work. The assessment is based on the student's ability to articulate and exhibit the content and the skills learned. Learning is measured and assessed through traditional summative and formative assessments, narratives, public exhibitions, digital creations, and cumulative portfolios.

As a service-learning institution, Spence students will apply content learning to genuine community needs through service. Moving beyond public presentations, we seek to make an impact in our community through a variety of action projects. In an effort to cement our long-term success, we will partner with New Tech Network, an organization that has had great success with training teachers on how to implement project-based learning, providing our teachers and students with an initial foundation for innovative teaching and learning. We believe that this will certainly be a greater advantage to connecting project-based learning to service learning, one that will not be available to other teachers and students in the district.

Q5b. The full and complete curriculum is included in Tab 6.

Q5c. The planned materials to purchase/obtain is included in Tab 7.

Q5d. During the first five years of our charter, our targets for this goal will be to innovate by pursuing the following:

1. **Innovations in Collaboration** - Partnerships that enhances the academic program and builds on the strengths of the faculty and staff.

2. **Innovations in Scheduling** - Changing how teachers and students interact and how teachers maximize instructional time and responsiveness to student needs.

3. **Innovations in the Use of Instructional Strategies** - Design and planning resources that result in effective teaching and learning.

4. **Innovations in the Organization of Schools** – Models that provide a greater sense of identity, providing students an academic home to support their experience of a scholarly community and structure for how we will achieve and progress.

Innovations in Collaboration

Creating a collaborative educational environment at The Spence Institute will build a community of caring individuals who are all working toward our two most important goals: creating and cultivating effective teachers and creating a student body that is more enhanced and equipped for tomorrow through the successful implantation of learning objectives, values and appreciation for the arts. The innovations presented in this section creates the fertile foundation that is needed to grow our goals.

Partnership with New Tech Network

The Spence Institute's decision to become a New Tech School was initiated by the New Tech Network's overwhelming evidence of high student achievement data and increased college and career readiness among high school graduates. New Tech Network (NTN) collaborates with administrators, teachers and students to develop innovative public schools who share one common purpose: to provide an education in which students acquire knowledge and develop skills vital to success in the post-secondary path of their choosing.

Founded in Napa, California, in 1996, NTN is a national school development organization that starts and supports innovative Project Based Learning (PBL) schools. NTN works in partnership with schools, districts, and communities to develop innovative schools to promote deeper learning. NTN currently has 135 schools

in urban, rural, and suburban school districts in 23 states through the United States and Australia, including elementary schools, middle schools, and high schools. The Spence Institute of Leadership and Learning will be the 17th elementary school in the United States to join NTN, the second in the state of Georgia (Drew Charter School Jr. and Sr. Academies), and the first of its kind in DeKalb County. As Georgia NTN schools, Spence will design a networking plan to bridge with Drew to establish a collaborative effort to share innovative ideas, instructional strategies and academic design structures. A summary of New Tech's student outcomes has been included in Tab 8.

Youth Advisory Councils (YAC)

The Youth Advisory Councils will be established to serve as a vehicle for our students to provide valuable instructional and academic feedback. Students in grades 3-8 can gain membership to YAC through teacher nominations and essay submissions. Our students' feedback will help design and drive differentiated instruction, lesson planning and student-centered activities. Using additional resources like generationOn National Youth Advisory Council Toolkit, provides a structure for how we will organize our Youth Advisory Councils. We will use this resource to create learning units for our YAC members to facilitate training and purposeful work that will allow our students to serve as a representative voice for the student body.

Innovations in Scheduling

A school's schedule is one of the most powerful tools used to shape the instructional program. The schedule can facilitate or inhibit the opportunity for teacher collaboration and can provide teaching teams with the flexibility they need to vary the length of classes and to accommodate a range of teaching strategies. Our schedule is a reflection of values with a design that is purposeful and intentional with strategies that will support our desired achievement goals. Please see Tab 26 Proposed Calendar and Daily Schedules.

Extended Literacy and Math Blocks in Grades K-3

Keeping with the foundations of best practices, The Spence Institute will initiate extended literacy and math blocks that provide teachers and students with substantial teaching and learning time. The two-hour literacy block will include balanced literacy instruction and blended learning opportunities that allow students to build upon foundational reading and language arts skills and concepts. The hour and a half math block will incorporate math skills and concepts, math tools, online instruction, and Glenna Tabor Math Rotations. We believe these extended learning opportunities will better position our students academically as they move into intermediate grades.

Departmentalization in Grades 4-8

With K-3 literacy and math concepts cemented through extended instructional time and blending learning opportunities, our 4th-8th grade students will receive instruction from content area experts in a departmentalized environment. We not only believe that our intermediate students of grades fourth and fifth will be better position to transition to the instructional setting of middle school, but that our students will be able to achieve their learning goals through a more individualized targeted plan for teaching and learning.

Innovative Scheduling for At-Risk Students

Adapting from RTI model conducted at Drew Charter School in Atlanta, GA, The Spence Institute will enact an innovative learning schedule for at-risk students. Identified students will receive differentiated instruction in their regular education classroom in addition to scheduled supports during a non-core curriculum block. Additional learning supports may replace community/advisory meetings, visual arts, performing arts or foreign languages. Students will not be pulled from Health or Physical Education as there are state mandated hours for this content area. This model has proven very successful at Drew Charter School with 80% of their students moving from at-risk to on-target in three years. These results will serve as an achievement benchmark for Spence, as we will set a course to achieve greater results.

Innovations in the Use of Instructional Strategies

The largest variable in gaining student achievement is through creating and sustaining knowledge provided by skillful teachers. At Spence we will make the better investment of making the decision to fully equip our teachers with practices and strategies that not only enhances them, but positively impacts learning.

Great Teaching Everyday! A Crosswalk of TKES Performance Standards and Teach Like a Champion Techniques

Every student deserves the most effective teacher every day. At TSILL, we plan to deliver on that notion. This crosswalk was developed to demonstrate that TKES performance standards are not to be implemented during designated points in the school year, rather it is seamlessly woven into our instruction to students and our collaboration with parents and colleagues, every day. Through the lens of Doug Lemov's *Teach Like a Champion*, our teachers will be able to better connect to TKES performance standards and quality indicators by moving along the spectrum of theory to practice. TSILL teachers will utilize this crosswalk as an organized structure that continuously engages them in self-assessments, problem solving and professional learning, resulting in a higher level of student engagement and student achievement that leads to college.

The Teacher Keys Effectiveness System (TKES) was developed through the collaborative efforts of the State of Georgia, RT3 Districts, educational partners, and the Evaluation Task Force Committee. TKES was designed to build teacher effectiveness throughout Georgia. The system consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. At its core, TKES serves to support continuous growth and development of each teacher[8].

Lemov's Book *Teach Like a Champion p*rovides classroom teachers with techniques designed to increase student engagement and achievement resulting in a pathway to college. The methods described are presented in concrete, specific and actionable ways to allow for immediate use by teachers in any classroom.

The state of Missouri and Spence Institute currently stand as innovators that have reimagined teacher evaluation and developed a structure for more daily and authentic use. There is continued work to create a more intimate connection involving each quality indicator. A sample of our crosswalk is included in Tab 10.

i-Ready Diagnostic & Instruction Program in Reading and Math

Effective reading and math skills are crucial, if students are to achieve the learning goals established by the Georgia Standards of Excellence (GSE), which emphasizes the higher-level knowledge and skills students need to become college and career ready. i-Ready Diagnostic & Instruction for both reading and math was designed to develop those needed skills and strategies. This online program addresses the challenges facing teachers--increased focus on accountability while meeting the instructional needs of students above, on, and below grade level.

i-Ready combines an adaptive diagnostic assessment with individualized instruction, reliable progress monitoring, and comprehensive reporting for teachers and administrators. i-Ready gives teachers three ways to deliver "what's next?" through online instruction, teacher-led instruction, and purposeful practice. This delivers a true blended learning solution through online, print and mobile access. The intuitive reports track student progress toward mastery academic standards and explicitly inform instructional decision making. The combination of i-Ready diagnostic assessment and Ready math and reading instruction provides teachers with a seamless prescriptive teaching and learning that is designed to create an individualized plan for every student.

[8] Retrieved on March 15, 2015 from www.gadoe.org.

The innovativeness that i-Ready diagnostic assessment offers begins with the availability to pinpoint individual student needs down to the subskill, in addition to ongoing progress monitoring that tracks a student's ability to achieve end-of-year-targets. The results of the diagnostic assessment afford personalized learning and intervention. Online lessons automatically place students into instruction at their level based on the results from the diagnostic. This provides targeted instruction prioritizing the highest areas of need. Generated reports provide flexible grouping options, delivers differentiated instruction and reinforces student online instruction.

Differentiated Instruction That Meets the Needs of Learners

In the most diligent effort to meet the learning needs of our students, differentiated instructional strategies at TSILL will be utilized to match appropriately challenging curriculum and instruction with a student's ability, interest and learning styles. We will employ frequent assessments that effectively informs data driven decisions and best supports a focused and purposeful academic curriculum aligned to state and national standards. Our teachers will receive on-going support to enhance their knowledge and implementation of Renzulli's Five Dimensions of Differentiation[9]. We know that our students will vary in their abilities, interests, and prior knowledge. Differentiation at The Spence Institute will serve to address this variation by matching content, instruction, and assessment to students' needs and interests.

By instituting Dr. Joseph Renzuill's model of differentiation school-wide, we aim to create a culture that understands and models the urgency of tapping into the learning styles and academic needs of students. The model demonstrates five areas where differentiation can be formed, implemented, and evaluated.

- Curriculum Content
- Process Skills and Instruction
- Classroom Organization and Management
- Student Products
- Teaching Styles

Curriculum Compacting

Examining its original intent, curriculum compacting was developed by Dr. Joseph Renzulli and Linda Smith in 1978 as a differentiation strategy that was extremely beneficial to many gifted and high ability students. It is a process by which students are pre-assessed to determine what parts of the curriculum they have already mastered. When those areas of knowledge and skills are identified, these students are not required to complete the grade-level work. Instead, they work on alternative activities[10].

At Spence, curriculum compacting will take on a similar form. We will use this element of differentiation to make curricular adjustments and create flexible groups based upon a student's skill readiness. Holding to our facets of prescription teaching and learning, we will use pre-assessment data to determine three levels of instruction to provide to targeted students:

- Intensive Remediation
- Varied Differentiated Instruction
- Enrichment/Acceleration Activities

[9] Renzulli, J. S. (1997, July). Five dimensions of differentiation. Keynote presentation at the 20th Annual Confratute Conference, Storrs, CT.

[10] Coil, C. (208). *Keys to Successful Districtwide Differentiation: Training, Time, Practice, and Sharing.* E-Zine, Vol.2-3

Thinking Maps

At Spence we will create a common instructional thread that unites all teachers across grade levels by utilizing Thinking Maps. Thinking Maps are visual teaching tools that foster lifelong learning and a uniform thought process. Among creating a common visual language, as our students matriculate, the need to relearn the maps' basic usage will be eliminated. Instead the maps become a springboard for students to dive into the core of a learning task.

The present academic research on reading text structures shows conclusively that graphic tools are highly effective strategies across disciplines. These findings are backed by a two-year control group doctoral study showing that Thinking Maps have a statistically significant impact on reading comprehension with 5th grade students (Hickie, 2006)[11].

The 4 C's of 21st Century Learning

The Spence Institute will use the "4C's" to move 21st Century education forward (Trilling and Fadel, 2009)[12] by building them into the core curriculum. The instructional methods utilized by our teachers will give our students the opportunity to apply learned skills in real-world situations that requires students to:

1. Use **critical thinking** 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.

Ensuring that students develop these skills is imperative as 21st Century citizenship requires levels of information and technological literacy that exceeds basic knowledge levels that were sufficient in yesteryears.

Standards-based Portfolios

A portfolio is a purposeful collection of student work that demonstrates effort, progress and achievement based upon standards. This form of assessment provides a richer picture of student performance than can be gained from more traditional, objective forms of assessments. Research shows that portfolios and e-portfolios have the potential to reflect a student's development in the social-economical and physical domains as well as in academic areas.

Our students' learning will be enhanced when they are given opportunities to showcase their portfolios during student-led conferences for paper portfolios or to publish their e-portfolios on designated and secured teacher web pages. We believe when our students recognize, understand and appreciate the audience of "stakeholders" who share their satisfaction and pride in achievement, they will become intrinsically motivated to participate in this form of data gathering with great integrity.

[11] Hickie, K. (2006). An Examination of Student Performance in Reading/Language and Math after Two Years of Thinking Maps Implementation in Three Tennessee Schools.

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

Innovation in the Organization of Schools

Research on organizational reform by Brian Jacob[13], a professor of Education Policy and a professor of Economics at the University of Michigan was the guiding post for the innovations presented in this section. Experts are finding that organization of schools can greatly impact student learning and should have a more prominent part in the conversation on how to raise student achievement. The innovations below are representative of our agreement and adoption of that belief.

Spence University

A very unique and anticipated jewel of The Spence Institute of Leadership and Learning will be the inception of Spence University, an on-site curriculum and teacher development center. At Spence University, teachers will receive specialized professional development and training from colleagues, instructional support coordinators, administrators, as well as university and college professors and other community partners. The very essence of a school lies in the development of its teachers. We are aiming to develop Spence University as a job-embedded professional development initiative that will revive, renew and replenish the instructional repertoire of our teachers. Because we are charged with the academic health of students, we have to make every effort to establish those structures that will assist in honing and improving our craft.

Our teachers will be required to obtain 20 in-house professional learning units (PLUs) annually. The in-house units can be gained through courses at Spence University, DCSD and other local school district's professional development sessions, conferences, organizing and delivering a presentation of an educational study or professional book that has made an impact on their teaching or a combination of any of these options. The purpose of our in-house PLU system is to set a standard that an effective teacher creates pathways to enhance their instructional capacity and strengthen their relationships with students and parents.

Spence University courses will be created by the school's administrators, content area experts and other members of the faculty and staff. We will use research on high performing schools, our student achievement data, and the learning needs of our teachers to inform the development of courses. Teachers that would like to share their expertise will be encouraged to develop Spence University courses. Teachers will have the flexibility to sign up for afterschool courses and/or school day courses. School day courses will be scheduled during common planning times.

We believe that if we fundamentally build an organization that is focused on creating and cultivating effective teachers, it will positively impact students while simultaneously improving our partnerships with our parents and the community; thus enabling our mission and vision to stand and prosper.

School within a School Model

It will be the charge of The Spence Institute of Leadership and Learning to create globalized citizens through the establishment of two Institutes; each with a centralized theme designed to craft discussions, form assemblies, pursue goals and objectives, and participate in service-learning opportunities that will impact, engage and ultimately create a productive and enhanced student body that influences the world. The

[13] Jacob, B. (2011). Organizing Schools to Improve Student Achievement: Start Times, Grade Configurations, and Teacher Assignments. A Discussion Paper: University of Michigan.

connection of each Institute is formed through the focus on service-learning activities as students matriculate from grade to grade.

- Primary Institute (Grades K-3): *"Planting the Seed"*
- Intermediate Institute (Grades 4-8): *"Providing Nourishment for Growth and Development"*

Our unique model is design to cultivate a spirit of collaboration, team building and team planning. It is essential to our success that our teachers are able to view the benefits of becoming knowledgeable of the scope and sequence of skills and objectives that will be introduced within each Institute. This in turn, allows us to chart the course for success by design, rather than disseminating or blanketing information, resources and manpower.

School-wide Positive Behavioral Intervention Support (SWPBS*)*

SWPBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SWPBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model. We are implementing a SWPBIS as a proactive measure to keep students and teachers focused on what matters most.

The successful establishment of our SWPBIS will impact our CCRPI score during the second year of our charter by following the five steps of implementation:

- Establish a tentative system to collect office discipline referrals and other identified data on a regularly scheduled basis. Solidify the system upon hiring the School Counselor (Planning Year and Year 1 Pre-planning)
- Establish two SWPBIS teams and initiate program training (Year 1-Second Semester)
- Collect baseline referral data and determine the status of the school-wide discipline system (End of Year 1).
- Create an action plan based on school data, staff input and school's mission (Summer of Year 1)
- Present the SWPBIS program and team members to the faculty and staff. Secure commitment and agreements to implement from at least 80% of staff (Pre-Planning of Year 2).

Saturday Learning Program

Our bi-weekly Saturday Learning Program is an added layer of support to ensure that our students are receiving a wealth of opportunities to succeed. The day will serve as a hub for varying activities to take place that would inspire students to accomplish both their academic and social goals.

Where the regular instructional day may not lend itself to extensive small group time with academically challenging students, this program allows us to provide additional instruction and support to students who need it most. We plan to offer remedial assistance in English Language Arts, Mathematics, Science, and Social Studies and Foreign Language acquisition on a biweekly basis and will be informed by student data. Our budget will include funding for teacher stipends and instructional materials. Tentatively, we will plan to use achievement data from Year 1 to determine qualifying students for the subsequent school year.

The Saturday Learning Program will allow also allow enrichment opportunities. Based on the students' service learning projects, students will have the opportunity to meet Saturday mornings to engage in volunteer opportunities, clubs, and events that nurtures problem solving, develops social skills, and enhances critical thinking. Volunteer activities would include but are not limited to, community playground beautification, gardening, and other student-interest led projects. Clubs that are led by a TSILL student or are sponsored by an outreach program (e.g. CEISMC, Community Guilds, Junior Achievement, UNAUSA,

etc.) would have a location to delve into activities such as book studies, computer programming, current events discussion groups, debates, etc.

Morning & Afternoon Study Hall

Teachers and students alike will experience the benefits of an extended school day through the structured use of morning and afternoon study halls. By definition, study hall is a period of time during the school day set aside for studying and completing homework in a room designated for that purpose, under the supervision of a teacher.[14] Our study halls are intended to provide an added structured time for students to academically catch up, thrive and excel. By using a structured choice board, students will have daily opportunities to collaborate with peers and their teacher. The benefit to our teachers will be that they will have a framework to complete temperature checks on how individual students are progressing on a given skill or concept.

Accessible Digital Academic Supports

TSILL's families will have a digital connection to the school via any desktop or mobile device. On the school's website parents and students will be able to access additional supports and assistance with subject matter skills, foreign language acquisition and retention, assistive technology sites for students who are performing below grade level, strategies for ESOL and SPED students, and end-of the grade preparatory workshops and supports. We believe this 24-hour, 365-day accessibility will create greater and sustainable achievement. This invaluable tool will be created in collaboration with the school's faculty and staff, students and parents. The site will be maintained by the school's webmaster or other designated persons with facilitation provided by the school's principal.

Community Meetings K-5 & Advisory 6-8

Spence students will participate in daily Community Meetings (K-5) and Advisory (6-8). The purpose of this activity is to build a classroom culture, promote social skills and to strengthen the connection to our academic curriculum. Aligning with our school philosophy, we seek to incorporate this innovation into our regular instructional practices. Community Meetings and Advisory are just one of the school's procedural systems we will use to set the tone for what and whom we value, our expectations for how we will treat each other, and our expectations for high student achievement. The thirty-minute meeting will begin with a welcome and purpose, followed by an activity that incorporates Thinking Maps and the 4C's of 21st Century Learning. The Community and Advisory meetings will focus on social skills and college and career readiness. Included in Tab 11, students will receive grade level, college and career readiness checklists to assist with making the connection between school activities and the essential skillset for a successful college or career life.

Collaboration between the School Counselor and classroom teachers, will fine tune social skill lessons and activities that reinforce the nine areas of social development:

- Communication
- Nonverbal Communication
- Being Part of a Group
- Expressing Your Feelings
- Showing Empathy
- Problem Solving
- Listening
- Your Rights and Responsibilities
- Managing Conflict

[14] http://dictionary.reference.com/browse/study+hall

Parent University

The Spence Institute's Parent University is an opportunity to sharpen our parents' skills as they engage in life's most important and demanding pursuit: *raising successful children.*

We believe a community-wide effort is required to create, sustain, and invest in a culture of deliberate excellence that prepares all students to be globally-competitive upon graduation. We will seek to ban together parents, families and community stakeholders to build partnerships that are critical to increasing achievement for all students and to support The Spence Institute in reaching this goal. Our desire to organize a structure that provides assistance to families and community organizations in promoting student achievement will be actualized through The Spence Institute Parent University.

Q5e. Innovations in Collaboration: Drawing on the notion of social capital, research points to the high value teachers of all abilities draw from working together and the extent to which teachers report doing so as a remedy to solve instructional problems.[15] In fact, schools with higher levels of teacher collaboration are associated with stronger student performance.[16] For example, a study in New York City showed that teachers were more likely to produce student achievement gains if they taught in schools where they had strong ties to colleagues with whom they worked often on instructional issues, regardless of their education, experience, or previous student achievement levels. [17]

Innovations in Scheduling: The scheduling innovations that we have presented in this petition details our focus on extended time in content areas. Extended instructional time and innovative schedules for students who need additional learning support will provide more intensive study of topics and added hands-on activities. Our teachers will use the flexibility of our schedule to address the learning needs of students and to provide a rich and engaging educational experience.

Innovations in the Use of Instructional Strategies: The very foundation of education revolves around the many ways teachers can instruct learners. This section of the petition provides fine points of innovative options for reaching a wide spectrum of learners. We believe that we can maximize instruction when we equip ourselves with an arsenal of best practices.

Innovations in the Organization of Schools: The innovations in organizational structures allows for established and brand-name procedures and systems for each grade level. A common organizational thread from kindergarten through eighth grade creates a collaborative connection for teachers, levels the learning opportunities for every student, and supports regular routines, procedures and systems.

Q5f. Our proposed academic program was realized through collaboration with the families and school community in which we intend to serve. The aforementioned innovations are not only evident of research-based best practices, but it is a reflection of what DeKalb county families seek in a charter school choice. This evidence has been supported and entered in Tab 1 Community Support.

Q5g. TSILL will maintain a student-to-teacher ratio that will be greater than or equal to the funding class size ratio stated in Class Size Rule 160-5-1-08. TSILL will seek to maintain a manageable student-to-teacher ratio that allows focused and targeted support.

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[15] Edmonson, A C (2012) Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy San Francisco, CA: Jossey-Bass.

[16]Goddard, Y , Goddard, R , & Tschannen-Moran, M (2007) A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools Teachers College Record, 109 (4), 877-89

[17] Leana, C (2011, Fall) The missing link in school reform. Stanford Social Innovation Review Palo Alto, CA Retrieved from: http://www ssireview org/articles/entry/ the_missing_link_in_school_reform

Primary Institute	Minimum	Maximum
K (18:1)	15	18
1 (20:1)	17	21
2 (20:1)	17	21
3 (20:1)	17	21
Intermediate Institute		
4 (22:1)	18	28
5 (22:1)	18	28
6 (24:1)	23	28
7 (24:1)	23	28
8 (24:1)	23	28

Q5h. This question is inapplicable as The Spence Institute of Leadership and Learning is proposing grades K-8.

Q6. The Spence Institute of Leadership and Learning will be fully committed to high academic standards and equitable access to curriculum for all students. We will abide and adhere to all GADOE charter schools local and state guidelines as well as all federal and state laws including: Free Appropriate Public Education (FAPE), Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and Individuals with Disabilities Education Improvement Act.

We will innovatively seek to first strengthen our support system of how teachers can better support students before they are referred for additional instructional supports and therefore decreasing the number of referred students for SST and EIP. We will develop a plan to meet the needs of these pre-determined special populations students by developing an in-house strategic plan of differentiated tiered strategies that our classroom teachers can utilize in lesson planning and small group instruction. The faculty and staff will be encouraged to share their knowledge of additional strategies in order to continuously revitalize the tiered model. Our in-house strategic plans are presented in Tab 12. It will be evident that the proposed services and supports for special populations is duplicated throughout our district with many schools yielding similar results. Our innovation is in preventive care and the process for how those services and supports are provided. At Spence, we are first answering the question of what preventive care structures can we provide that decreases the number of students referred for additional services due to low academic performance. If we find that our preventive care structures are unsuccessful, those students are referred to Student Support Services (SST) along with accompanying data of the teacher's effort to remedy the academic deficiencies.

To meet the needs of special population students including students with special needs and those qualifying for EIP, ELL, gifted and talented and other intervention services The Spence Institute will also adopt schoolwide use of Marzano Research, a website dedicated to providing teachers with both research-based and evidence-based instructional strategies that cover an extensive array of topics such as, assessment and grading, competency-based education, educational technology, school leadership and student engagement. Training on how to support special education students will be on-going through the school year.

Utilizing this website and other similar resources, allows us to continue our commitment to continuous improvement and renewal of our products, services and structures that impact special population students.

Q7. The identification of gifted students at TSILL will adhere to the rules and regulations established by the Georgia DOE SBOE Rule 160-4-2-38 and will follow the models of services established by DeKalb County.

The steps in the process are referral, assessment, and notification of eligibility status. Students in first, third, fifth, and seventh grade are automatically screened through the CogAT and MAP. Students who come from schools outside of the district in second, fourth, sixth, and eighth may be referred by teachers, administrators, counselors, parents, themselves, peers, and/or as a result of student performance on nationally-normed or criterion referenced tests or other standardized assessments. Referrals will be reviewed by the Gifted Eligibility Team, consisting of a state-certified/endorsed gifted educator, general education teacher, a specials teacher, counselor, and Principal or designee.

Students deemed eligible for evaluation by the eligibility committee will be evaluated in the four areas dictated by state guidance and regulations pending written permission from parents/guardians. Students who qualify within the qualifying parameters will be eligible for services pending parental written consent. The instruments used to identify students are as follows:

- Mental Abilities: assessed using the Cognitive Abilities Test (CogAT)-- defined as scoring in 96th percentile on a standardized test of mental ability
- Achievement: measured by the MAP in all grades defined by national percentile ranking of 90
- Creativity: measured by Scales for Rating Behavioral Characteristics of Superior Students: Renzuilli's Scales with a score at or above the 90th%ile.
- Motivation: measured by Scales for Rating Behavioral Characteristics of Superior Students: Renzuilli's Scales with a score at or above the 90th%ile.

A student already being serviced in the state of Georgia will automatically be placed into the gifted program once verification of records is complete. A student who transfers to TSILL from another state must meet the requirements of Georgia in order to receive gifted services.

Services

During the initial set-up of TSILL, teachers will have the opportunity to hone in on differentiation techniques, garner a deeper understanding of the gifted learner, and design personalized plans for their students. Workshops, one-on-one coaching, peer coaching, and online seminars on the academic, social and emotional needs will provide various platforms in which TSILL teachers, administrators, and staff can grasp a comprehensive perspective of the gifted learner.

The gifted program at TSILL will serve students in grades 1-8. All students who are deemed eligible for gifted services at TSILL based on the criteria methods stated above will participate in either the Discovery Program for elementary students or in the Impact Program for middle schoolers. When considering kindergarten students, gifted eligibility assessments will be administered during the first semester in first grade and services will begin in the second semester.

Based on the expectations of DeKalb County, TSILL students in grades 1 through 8, may be serviced through the following models of Discovery or Impact:

- Resource Model: Students are pulled out of their regular classroom and engaged in interdisciplinary activities by a gifted endorsed teacher with a minimum of 225 minutes/week.
- Cluster Model: A gifted endorsed teacher with 12 or fewer students in a regular classroom with an emphasis on differentiated instruction in content, product, process, and assessment.
- Advance Content: Students are engaged in an accelerated curriculum that is focused on problem solving, research skills/projects, advance communication skills, and higher order/critical thinking skills.

In accordance with the county's program for the gifted and TSILL's curriculum, students in the gifted program will have the opportunity to be academically supported and nurtured both socially and emotionally. Teachers (general and specials) will work collaboratively to develop differentiated instructional materials that meet the needs of gifted learners.

Gifted Goals and Assessment of Progress

All students who participate in the gifted program will participate in the same regularly scheduled assessments as their peers, including quarterly benchmarks in each content area, the GMAS (in grades 3-8) and i-Ready (administered two-three times annually). The data for gifted students on these assessments will be disaggregated by the gifted teacher and other designees to compare growth to that of peers, and the results of this comparison will be monitored annually by the gifted teacher and other designees. Annual growth goals for each gifted student will be developed as part of their individualized plan, and these goals will be maintained in each student's gifted portfolio with student work samples and assessment data. The gifted teacher will review each student's portfolio annually to readjust growth goals and revise individualized plans. The growth of gifted students as a sub-group will be reviewed annually (after spring assessment data has been received and entered into portfolios) to review the impact of the program and develop programmatic goals and revisions for the subsequent year.

Q8. The Spence Institute shall 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 used by The Spence Institute shall be accessible for all students with disabilities and will provide them equal access to all aspects of the educational program.

Further, The Spence Institute 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, The Spence Institute will identify, evaluate and serve eligible enrolled students.

The Spence Institute will utilize the Georgia Department of Education's Student Achievement Pyramid of Intervention in the general education classroom to align the 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. The Spence Institute will establish 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 matriculates 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 provide services to students identified as special needs will be special education certified teachers or professionals.

Incoming students with an IEP will have their plan reviewed within 30 days to determine how best to meet their needs. After the review, including observations of the student in the learning 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 to determine the student's eligibility is scheduled after the determination has been made that Tier 1, 2, and 3 interventions have either shown minimal progress or has been unsuccessful
- 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, TSILL 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. The School will work specifically under the DCSD Charter Guidelines for Special Education and Wrap-Around Services. The Spence Institute will take 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.

TSILL will employ highly qualified special education teachers to ensure compliance with IDEA 2004 Rules and Regulations. TSILL 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. TSILL will utilize the TieNet system to record all required Special Education information.

TSILL 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 parent's 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, TSILL will notify the parents/guardians in writing, meet with the consenting adults, and must receive parental/guardian consent to conduct an evaluation.

TSILL will follow all procedures that are outlined in the DCSD document "Your Rights as Parent Regarding Special Education" (Revised 2007). TSILL 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, TSILL 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, to participate in all extended learning activities which include, but are not limited, to early morning tutorials, after school tutorials, Saturday programs, and web-based activities. The 504 Support Team 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 504 Support Team will convene in IEP/BIP/504 meeting, within 14 days, to development a plan or action.

Q9. The Spence Institute of Leadership and Learning will provide extensive support to all students through Supplemental Education Services (SES). We will use in-house benchmarks, grades, teacher observation and input to identify priority students. It is our belief that high quality teaching incorporates most supports that are generally considered "additional supports" for struggling/at risk students, and therefore the school will provide morning and afternoon study halls, tutorial services and other safety net initiatives to all pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind. Those services include, but are not limited to, tutorial services, morning and afternoon study hall, and individual tutoring services.

Q10. The Spence Institute of Leadership and Learning will provide remediation services to students at-risk of academic failure pursuant to SBOE Rule 160-4-5-.01 and No Child Left Behind. TSILL will use a wide variety of indicators to identify students who will need remedial services. Those indicators are assessment results from GMAS, ACCESS, in-house quarterly benchmarks, teacher observations and input, and academic grades. Throughout the school year, researched remediation strategies would be utilized in conjunction with flexible grouping and targeted small group instruction would be provided for those identified students. Quarterly administration of i-Ready and in-house benchmarks will assist us in identifying instructional needs and developing a course of action that best support student needs:

- Remediation services for students 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 (iii) Inability to verbally express ideas or to write or dictate a meaningful sentence (Please see Tab 12 for a list of evidences and timeframes for demonstrated growth.)
- 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 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. Students will also have access to the following supplemental services:

- **Office Hours**: Each teacher will provide time once a week after school for students to receive tutoring or ask questions. Teachers will be expected to maintain a flexible office schedule according to the duties and responsibilities denoted in their job description.
- **After School Tutoring**: Twice per week after school, students in grades K through 8 will have the opportunity to receive tutoring in their class either from an assigned tutor or certified teacher.
- **School-wide Morning & Afternoon Study Hall:** An elected time before school and the final 30 minutes at the end of each school day will be designated for students to study, complete homework, journal writing, silent reading, and other similar self-selected and/or teacher assigned activities.
- **Bi-Weekly Saturday School:** Students in grades K-8 who need additional assistance meeting mastery will be strongly encouraged to attend Saturday School as determined by the teacher, parent and other school officials. Saturday sessions will also provide extra support and tutoring delivered by teachers, paraprofessionals and volunteers to prepare students, for end-of-semester assessments, end-of-year assessments and English Language acquisition. Bus transportation will not be provided for Saturday school. Spence will collaborate with the school community to devise a transportation action plan that may include, but is not limited to carpooling and public transportation in effort to ensure that this opportunity is available to all students.
- **Summer School:** Students entering 3rd, 5th or 8th grade who are not at grade level for Math and/or Reading/ELA as determined by report grades, standardized test scores, and EOG assessments will be strongly encouraged to attend summer school for three weeks. We will seek to contract with DCSD or a third party to provide transportation to summer school.

Q11. The Spence Institute of Leadership and Learning will meet all applicable legal requirements and laws for English Language Learners (ELL) including Title VI of the federal Civil Rights Act of 1964 and the federal Equal Educational Opportunities Act of 1974. This compliance includes, but is not limited to, notifying parents, student identification, placement, program options, ELL and core content instruction, ELL endorsed teachers and training for non-endorsed teachers, reclassifying, monitoring and evaluating program effectiveness, and testing requirements /accommodations. Where we do expect to have a small population of ELL students, we will be committed to the success and achievement of our ELL population. Supports will be offered both within regular education classes and in supplemental settings for students who need additional support for English language proficiency. We will work very closely with both our local and state ELL representatives to ensure that our program provides quality support services that are consisted and aligned with other elementary and middle schools in DeKalb County.

Q11a. ELL students will have full access to the school's academic program including general curriculum, curriculum resources, morning and afternoon study halls, afterschool tutorials, Saturday school, web-based sites and resources and other supplemental services that may be needed. Goals and expectations for student achievement will be integrated into the student's everyday regular education instruction. Our ELL families will be assured that each classroom will incorporate differentiated instruction and teaching strategies and formats that are researched-based including service-learning project guidance. We will make it a priority to hire ELL endorsed teachers/specialists to provide instruction and support for our ELL students.

Q11b. Every student at Spence will have the opportunity to participate in school functions, extracurricular activities, and clubs regardless of their inability to speak English and understand the language of instruction. Parents who have LEP will receive notices and information from the school in English and in their native language. Our ELL parents will be encouraged to take an active role in the school community. We will make every effort to supply translated documents and interpreters for conferences, PTA meetings and other school functions.

The Spence Institute is currently collaborating with Nina Reid to serve as the school's contracted interpreter provider. Services will include, but are not limited to, interpretations during conferences (face-to-face or by phone), community meetings, language line (phone based), translation of newsletters, website content, document, and publications. Additional information on Nina Reid, including bio, resume, proposed service list and the School's marketing flyer completed by Ms. Reid is provided in Tab 20: Proposed Partnerships and Business Arrangements.

ELL instructional frameworks will be based on WIDA standards as well as Georgia Standards for Excellence for English Language Arts. A certified ELL specialist will be employed on a contractual basis to provide ELL instruction following all state ELL guidelines and rules.

Q11c. TSILL will provide a Home Language Survey upon a student's initial enrollment. The Home Language Survey will be included in the enrollment packet that parents will be able to obtain online or by visiting the school.

Identifying ELL Students

All families who indicate that their home language is not English or the student's native language is not English or has Limited English Proficiency (LEP), the school will administer the W-APT screener within thirty days of initial enrollment. The results of this assessment will determine individualized services. This wait time will apply to students who are entering a Georgia public school for the first time or for students who have not yet been W-APT tested. All other students who have indicated a home language other than

English will continue with the annual Assessing Comprehension and Communication in English State to State (ACCESS) testing from July 1st and September 30th until the student is reclassified as a fluent English proficient student.

Accountability and Evaluation of the ELL Program

The combined leadership and instructional teams will annually evaluate the compliance and efficiency of the ELL program. In order to determine if any programmatic modifications are necessary, the evaluating team will measure the progress of ELL students on standardized assessments and non-standardized assessments against that of non-ELL students. The team will track students longitudinally throughout their enrollment at TSILL to determine if there is a variation in the academic achievement of students who are ELL students versus those students who are non-ELL students. Parents and teachers will be surveyed to evaluate the effectiveness of the ELL program each year, provide suggestions for improvement and revise supports as necessary.

Assessment and Reclassification Procedures

All ELL students will be assessed on the ACCESS test annually. TSILL will use reclassification procedures that detail multiple criteria to determine whether to reclassify the student as proficient in English. Those procedures include, but are not limited to:

- Assessment of language proficiency using ACCESS;
- Input from the student's classroom teachers and other certified staff members who have direct responsibility for teaching or can make informed placement decisions of the student to whether grade level standards have been mastered;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the process;
- Comparison of the student's performance in basic skills against non-ELL students and
- ELL students who score above the established score of 6.0 on the ACCESS will be deemed no longer ELL and will be reclassified a fluent English proficient student. ELL students that score 5.0 or below will continue to be classified as ELL. ELL students who are not making adequate progress will be supported by continued strategies through the RTI model.

WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards represents the social, instructional, and academic language that ELL students need to engage with peers, teachers and the curriculum in schools at the center of the WIDA framework are the Performance Definitions. The Performance Definitions and their representative Matrices delineate what the various levels of language proficiency looks like, informed by the Features of Academic Language[22].

The WIDA English Language Proficiency Standards are:

1. English language learners communicate for social and instructional purposes within the school setting.

2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

3. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

5. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Content Standards

ELL students will be evaluated on their grade level's academic progress through the use and assessment of Georgia Standards for Excellence for Literacy and Math and Georgia Performance Standards for Science and Social Studies.

Tapping the expertise of veteran ELL instructors, we have selected Pearson Language Central for Grades K-10 and Write to Learn for Grades 4-12 as instructional resources for ELL students. In collaboration with a certified ESOL instructor, who will provide this instructional support as well as general curriculum, we will coordinate efforts that will result in the desired outcomes of English proficiency. Planned materials for ELL can be found within Tab 7: Planned Materials to Purchase/Obtain beginning on page A7-004.

Exit Criteria

Each year, TSILL will administer ACCESS for all ELL students in the school, which meets the ELL requirements for the No Child Left Behind Act of 2001. The results of the ACCESS will determine which level each student is performing in terms of English language proficiency. A description of the Levels of Language Proficiency is presented on page A7-017 of the ELL Planned Materials found in Tab 7 Planned Materials to Purchase/Obtain.

If an ELL student fails to show appropriate progress in his/her core content classes, additional supports will be established. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program is deemed to be no longer in need of ELL services. Exited students will be monitored for two years to ensure a smooth transition to mainstream classes.

Q12. TSILL seeks to offer a variety of extracurricular and auxiliary educational activities that we believe will accommodate student interest, build cultural awareness and align to the curriculum components of the school. All activities will be held on campus, unless specific accommodations are needed and at that time the school's designee will collaborate with neighboring schools and recreational centers to provide needed space. The table below details our proposed extracurricular and auxiliary educational activities that will be offered by the school. Additional extracurricular activities such as sports will be determined based upon student interest. Partnership descriptions with accompanying correspondences can be found in Tab 13.

Grade Levels	Proposed Activity	Fee/Dues per semester	Partner(s)
K-8	Before & After Care	Scaling fee	Provided by the school
K-8	Intermural Sports	Free	Provided by the school
3-8	Drama Club	$25 dues	Woodruff Arts Center
3-8	Youth Advisory Committee	Free	Provided by the school
3-8	Ambassadors Club	$25 fee	Provided by the school
5-8	The Spence Scroll (school newspaper)	Free	Provided by the school
6-8	Debate Team	$25 fee	Toastmaster's International
5-8	Cheerleading	$200 fee	The Luke Project

6-8	Girls/Boys Basketball	$200 fee	The Luke Project
6-8	Flag Football	$150 Fee	The Luke Project

Q13. TSILL acknowledges that it is subject to the control and management of the DCSD Board of Education and that the School is 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. TSILL will not seek a "blanket waiver" per O.C.G.A. §20-2-2065 and therefore providing an education program tailored to the needs of TSILL students. Because the school seeks to provide systems and structures that benefit both students and teachers, it is critical that school leadership and the Governing Board have the flexibility to waive regulations that could prohibit maximum impact of the school program, even if they are not deemed critical to the model at this time. We will request the following specific waivers and will use the flexibility provided by these waivers to meet or exceed the performance-based goals included in the approved charter, including but not limited to raising student achievement through the specific actions listed below.

Title 20

Formation and Duties of Local School Councils – O.C.G.A. Section 20-2-85 and 20-2-86. TSILL will be governed by a Governing Board comprised of parents, practitioners and other stakeholders whose expertise and experience will be leveraged on behalf of the school in their governance role. Training will be provided in conjunction with school partnerships and will be specifically developed to meet the needs of TSILL faculty and the enrolled student body.

School climate management program; model codes of behavior and discipline—O.C.G.A. Section 202155. TSILL plans to use the DCSD code of conduct, but will be developing a Positive Behavioral Intervention Support Program aligned with the school culture and the learning needs of its target population at its foundation. TSILL's behavior plan acknowledges that behavior is communication, and its staff will be trained to intervene and assess the needs of all the children and work to resolve behavioral concerns by determining the source of their behavior, rather than rely upon an infraction/consequence-based structure that serves to punish rather than redirect/educate.

Personnel Required- School Size—SBE Rule 160-5-1-.22. TSILL seeks to waive requirements regarding personnel required and school size as the staffing configuration will be aligned to the needs of the students enrolled.

Media Specialist—O.C.G.A. 20-2-184. TSILL will seek to create structures where media specialist/librarians can access and evaluate their practices and the policies and mission of the school library to determine how they can best demonstrate alignment to state standards through creating procedures, routines, and lessons that focuses on three points: inquiry-based research, reading and complexity of text.

Limited Public School Choice—SBE Rule 160-5-4-.09. As a public charter school, TSILL seeks to be excluded from any rules related to limited public school choice and transportation. TSILL should not be subject to any transfer decisions by the local board of education as TSILL is a school of choice and will enroll students as accepted by lottery.

Funding for Additional Days of Instruction—O.C.G.A. 20-2-184.1. TSILL seeks flexibility for additional days of instruction to minimize the breaks within the school year. As many students within the TSILL target population thrive on consistency and repetition, TSILL seeks flexibility in the utilization of these funds to ensure students have an annual calendar aligned to their needs.

Organization of Schools; Middle School Programs— O.C.G.A. Section 20-2-290 (3). TSILL seeks flexibility in scheduling common planning time given the individualized education programs provided to each student at the school and how this may manifest scheduling teacher planning and meeting times. TSILL has built in time for teachers to plan together, but reserves the right to dictate the format, time and frequency of this planning.

State Board to Prescribe Textbooks – O.G.C.A. 20-2-1010 and Electronic Format of Textbooks: O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k). TSILL seeks to choose and offer textbooks that may not be on the state approved list. All curricula at TSILL will be aligned to the state standards and other academic standards for its content area (i.e. foreign languages).

Values and Character Education— SBE Rule 160-4-2.33. TSILL seeks to waive any requirements to follow a character education program outside its choosing. The unique population targeted for enrollment will be served by the individualized approach, which will support academic and personal growth. The curriculum that may be delivered to bolster character and personal development will be selected by the school leader and staff to ensure the curriculum and/or materials best align with the needs of the student population. Therefore, TSILL respectfully declines the use of other programs that might not reflect its values or practices.

Course Listings—SBE Rule 160-4-2.20. As a public charter school, TSILL seeks maximum flexibility in designing courses that best meet the needs of its students and school culture. It is not the intent of this waiver to neglect to offer state recognized courses, but rather to allow TSILL the freedom to create inter-disciplinary coursework. Designated middle school course listings that align with the guidelines for Carnegie units and courses unique to TSILL will align with standards and regulations around high school graduation if they are to count toward graduation requirements**.**

GBRA-R(1) Professional Personnel Personal Leaves and Absences. As TSILL will hire and retain its own staff, it will develop its own policies with regard to leave and absences that otherwise conform to the law and are in the best interest of the instructional program being delivered.

IDA-R(1)(3)Basic Program of Instruction. TSILL seeks to offer unique methods of instruction that are individualized and specifically suited to ensure the optimal learning environment for children. As a result of this unique methodology, TSILL seeks maximum flexibility in their program of instruction.

IE-R Instructional Arrangements, Scheduling Procedures, Secondary School. TSILL intends to offer fluid classes to ensure that all children are supported and allowed to improve and advance at their own pace. Moreover, an innovative approach to scheduling that minimizes transitions and other elements common to scheduling in traditional school sites is being utilized to improve educational outcomes for the target population.

IFA-R, IFA-R(1), IFA-R(2) Instructional Materials Media and Equipment. TSILL seeks to use its own media for instruction and intends to utilize different media to ensure flexibility for each student to progress through the state standards.

IFCB-R Field Trips. As an independent charter school, TSILL seeks maximum flexibility with regard to scheduling and coordinating its field trips to best serve the needs of its students. The school will honor the spirit of this regulation by only scheduling learning trips aligned to content standards within school hours and will ensure all trips scheduled are planned with clearly aligned learning outcomes.

IHEA-R Make-up work by students. TSILL seeks maximum flexibility to design and implement its own strategies with regard to make up work to best accommodate the learning needs of each student. All students

will be required to make up work for classes missed; however, the nature and timing of this work will be determined by the teacher in accordance with the needs of each student.

IKI-R Lesson Plans. TSILL will develop academic blueprints for its students. These blueprints will demonstrate the individualized learning needs and required differentiation that ensures student achievement. TSILL seeks maximum flexibility with regard to the development of lesson plans to align this process and appropriate templates with the methodology being implemented.

III. Organizational Objectives, Plans, and Waivers

Q14. A High Performance Organization (HPO) is an organization that achieves financial and non-financial results that are exceedingly better than those of its peer group over a period of five years by focusing in a disciplined way on what matters most to the organization[18]. The HPO Framework is a conceptual structure that practitioners can use for deciding what to do to improve organizational performance and make it sustainable. The framework highlights five factors of high performance – the HPO factors. TSILL will set a course to become a HPO by the end of its first charter term by developing structures and processes that align to the HPO factors.

High Performance Organization (HPO) Framework



Goal 1: (Factor 1: Management Quality) Provide quality management that motivates and improves performance.

- **Measure 1**: The Executive Leadership Dept. will develop and maintain coaching and mentoring programs that promotes professional development and personal growth while increasing capacity.
- **Measure 2**: The Executive Leadership Dept. will establish and encourage a results-oriented atmosphere by continuously setting and achieving goals and targets.
- **Measure 3**: The Executive Leadership Dept. will set accountability standards for the School by ensuring that expected results are clear, lines of accountability are drawn and that appropriate resources are available.

Goal 2: (**Factor 2: Openness & Action Orientation**) Maintain effective processes for dialoguing, sharing knowledge and learning.

- **Measure 1**: TSILL will establish Spence University as an on-site teacher development and training program.
- **Measure 2**: The Governing Board will consistently develop capacity to better understand education and governance through annual professional development.
- **Measure 3**: The Executive Leadership Dept. will annually participate in professional development that targets strategic planning usage, communication methods, professional growth and social skills.

Goal 3: (**Factor 3: Long-Term Orientation)** Safeguard the organization's continuity by focusing on building lasting relationships with all stakeholders.

- **Measure 1**: TSILL will maintain an 85% or higher student satisfaction rate as measured by the annual student satisfaction survey.

[18] DeWaal, A. (2015). *"What Makes a High Performance Organization: Five Validated Factors of Competitive Advantage That Apply Worldwide"* HPO Center; Netherlands.

- **Measure 2**: TSILL will maintain an 85% or higher teacher satisfaction rate as measured by the annual teacher satisfaction survey.
- **Measure 3**: TSILL will maintain an 85% or higher parent satisfaction rate as measured by the annual parent satisfaction survey.
- **Measure 4**: TSILL will engender an annual 90% or higher re-enrollment rate.
- **Measure 5**: TSILL will maintain an annual 85% or higher teacher retention rate.
- **Measure 6**: The Governing Board will successfully obtain charter renewal every five years.

Goal 4: (Factor 4: Continuous Improvement &Renewal) Strive to improve services, processes and core competencies through continuous development and innovation.

- **Measure 1**: TSILL will form and maintain partnerships with agencies that have a high value-add and mission alignment to the school.
- **Measure 2**: 85% or higher of parents or other stakeholders will volunteer at the school site annually.
- **Measure 3**: TSILL will develop strategic action plans that targets improved teaching, learning, stakeholder relations, and school climate.

Goal 5: (Factor 5 Employee Quality) Hire and retain high performance employees that contribute to the effectiveness of the organization.

- **Measure 1**: TSILL will manage the talent of current and future employees through the implementation of growth and on-boarding plans.

Q15. Specifically, we will design a 60-day Introduction Phase Plan beginning the first day of pre-planning to introduce the HPO Framework and the five factors of high performance. Each phase will be outlined with priority actions and activities that are designed to create awareness and buy-in. We will positively and effectively create awareness by appealing to the ambition and growing pride of the faculty and staff of TSILL. Aspiration, the desire to want to become a high performing school, will be a great motivational force and we believe the concept of a HPO will certainly cater to this desire. We will conclude the Introduction Phase with an overview and post HPO assessment in order to quantify the understanding and urgency of our work ahead and the necessity to do exceedingly better than our peer groups. The Introduction Phase will be followed by a Preparation Phase, Execution Phase, and Perseverance & Arrival Phase. An overview of the HPO Framework and a full explanation our phase plan and is presented in Tab 14.

Following our Phase Plan, we will design our protocols, systems, rituals and routines to correlate with each HPO factor to ensure seamless entry into daily functions of the school. Allowing us the foundation to build upon and achieve our performance objectives.

Q15a. *What Makes a High Performance Organization* written by Dr. Andre de Waal (2015) provides details on the High Performance Organization (HPO) Framework, a conceptual and research-based structure that introduces five factors that managers should focus on to reshape their organization into a high performance organization. HPO leaders, such as Microsoft, SABMiller, Umpqua Bank and KLM Royal Dutch Airlines are just a few of the corporations that have embedded the HPO factors into their culture, procedures and systems to revitalize and sustain their organizations. Providing examples from a variety of sectors; finance, retail, industry, ICT and higher education, TSILL will recreate these success stories in a K-8 charter school setting.

Q15b. The HPO Framework includes five factors of high performance: Management Quality, Openness & Action Orientation, Long-Term Commitment, Continuous Improvement & Renewal, and Employee Quality. The HPO Center, led by Dr. de Waal, has presented evidence that these factors have been used by

organizations to significantly improve its performance and maintain a superior edge. TSILL is expected to realize these goals by achieving outstanding performance and therefore knowing and understanding the characteristics of high performance will strengthen our quest for organizational excellence. By focusing on the factors below we believe that we will increase organizational effectiveness.

Management Quality. The attitudes and behaviors of managers are essential for the success of the organization.

Openness & Action Orientation. An organization must have an incurable curiosity about how its processes and people can be improved.

Long-Term Orientation. The long-term continuity of an organization is contingent upon building lasting relationships of its stakeholders.

Continuous Improvement & Renewal. An organization strives for the best results by continuously improving their products, services, processes and core competencies, while continuously renewing themselves through continuous development and innovation.

Employee Quality. A precondition of a high performing organization is to hire and retain employees that have an incurable curiosity, want to be challenged, ask to be held accountable and want to perform better.

Q15c. Why would The Spence Institute of Leadership and Learning (TSILL) adopt an organizational framework that is typically used by corporate America to improve their organization rather than implement researched models designed specifically for K-12 schools? The vision of TSILL was birth from the idea that we must first create an organization that is centered on creating and enhancing effective teachers and therefore yielding the desired student outcomes. Initially, the means to which we sought to create such an environment was to focus our energies on:

- Open Communication
- Impactful Relationships
- Purposefully Driven Data
- Professional Development
- Shared Leadership

During the research stage of this petition, we discovered the HPO Framework. A closer examination of its supporting evidence, lead us to conclude that our original tenets closely mirrored the five validated HPO factors that creates and sustains high performance organizations. Therefore, the HPO Framework is an organizational innovation that is appropriate for our charter plan as it not only emulates our vision, but it provides an articulated plan of action through the analysis of the underlying characteristics of each factor. Where existing organizations have implemented the HPO Framework to improve its performance, TSILL is embracing this framework to create and maintain a high performing charter school.

TSILL's Original Tenets	Related HPO Factors
Open Communication	1. Management Quality 2. Openness & Action Orientation
Impactful Relationships	1. Management Quality 3. Long-Term Orientation
Purposely Driven Data	1.Management Quality 4. Continuous Improvement & Renewal

Professional Development	1. Management Quality 4. Continuous Improvement & Renewal 5. Employee Quality
Shared Leadership	4. Continuous Improvement & Renewal 5. Employee Quality

The Spence Institute has shared their plans to use the HPO Framework with the book's author, Dr. Andre de Waal. An email correspondence detailing support from Dr. de Waal has been included in Tab 14.

Q16. & Q16a. The Spence Institute of Leadership and Learning will comply with all federal, state and local laws, policies, procedures, and requirements unless specifically waived in this charter petition. The School requests the following waivers in order to enable the flexibility to set policies and procedures that allow it to meet the rigorous goals set forth in this charter petition:

Assistant Principals and Secretaries—O.C.G.A 20-1-185. TSILL seeks flexibility in determining the type and number of personnel for roles such as assistant principal and/or secretary. As a public charter school, TSILL requests the freedom to determine the leadership and support structure that best fits the needs of its school's culture. TSILL intends to designate leadership support roles, but requests flexibility in title, role, and salary level for these positions.

Certification Requirement of Hired Professionals - O.C.G.A. Section 20-2-200, Professional Standards Commission Rule 505-2-.09 1(a). TSILL seeks the flexibility to employ or otherwise engage non-certified personnel in the event that the individual is determined by TSILL to be the best individual to fulfill the role. Due to the small size of the school and high level of individualized education in the core model, teachers will be asked to teach and provide support in content and enrichment areas for which they do not retain specific certification. They may also be required to assist with small group instruction for grade levels and content areas in which they do not have certification in order to best meet the needs of the enrolled student body.

Appropriate Organizations to Provide In-Service or Continuing Education – O.C.G.A. 20-2- 201(c) TSILL will provide robust continuing professional development and training, but the school has and is forming partnerships with experts who may be better positioned to provide this training and support. For this reason, TSILL does not seek a waiver necessarily from the requirement of additional training, but rather from the subsection (c) pertaining to the development of these in-service opportunities by local areas of administration and "other appropriate organizations". The unique needs of the target population may best be met through staff training and support that are provided by entities and partners who may not currently be in network with state and district providers.

Paraprofessional and Permitted Personnel—O.C.G.A. 20-2-204. TSILL seeks to maintain flexibility with regard to the professionals working with the students. Through partnerships with institutions of higher learning, TSILL may provide services through internships and other professional and educational programming. TSILL seeks the flexibility to utilize these individuals in positions ordinarily delegated to paraprofessionals.

Substitute Teachers— O.C.G.A. Section 20-2-216. TSILL seeks to waive any requirements related to substitute teachers as it will choose substitutes who best fit within the culture and expectations of the school. It is expected that substitutes are mission-aligned, have expertise with the target population, and deliver the

same high quality instruction as the regular school staff. For this reason, TSILL may rely on partnerships and other staffing models to address the need for substitute coverage.

Duty Free Lunch Period – O.C.G.A. Section 20-2-218. TSILL seeks to have the flexibility to design its schedule to best fit the needs of the students. It might become necessary to require teachers to assist students during lunch hours. Seeking this waiver will provide the school leadership the flexibility to maximize student-teacher interaction and provide students with consistent support throughout the school day.

Conditions of Employment – O.C.G.A. Section 20-2-850-853 and Grounds and Procedure for Terminating or Suspending Contract of Employment— O.C.G.A. Section 20-2-940. TSILL will hire and retains its own teachers who are not employees of DCSD and as such, TSILL manages and administers its own human resource policies related to employment, sick leave, and the benefits package. Further, TSILL employees will be at-will employees with no contracts. The school will hire and retain the most qualified, mission-aligned teachers, but will require the flexibility to remove a teacher who is not the best match for the enrolled student body.

State Board of Education Rules

Personnel Required- School Size— SBE Rule 160-5-1-.22. The school's academic structure proposes an inclusive environment that will provide individualized support to all students. To this end, TSILL seeks to waive requirements around personnel required and school size as the staffing configuration will be aligned to the needs of the students enrolled.

Limited Public School Choice – SBE Rule 160-5-4-.09. As a public charter school, TSILL seeks to be excluded from any rules related to limited public school choice and transportation. TSILL should also not be subject to any transfer decisions by the local board of education as TSILL is a school of choice and will enroll students as accepted by lottery (or first-come, first-served as described in the enrollment section).

Course Listings—SBE Rule 160-4-2.20. As a public charter school, TSILL seeks maximum flexibility in designing its courses that best meet the needs of its students and school culture. It is not the intent of this waiver to neglect to offer state recognized courses, but rather to allow TSILL the freedom to create inter-disciplinary coursework.

KG-R Allowable Use of School Facilities. TSILL seeks flexibility in the guidelines related to the use of school facilities recognizing that the use of the building cannot conflict with the mission of the school and its primary objective of educating its student body.

KIB-R Special Interest Materials Distribution. TSILL seeks flexibility with regard to distribution of such materials. As TSILL hopes to establish itself as a research partner (as insomuch as it does not interfere with instruction), this flexibility, combined with appropriate oversight, will facilitate the development of successful tools and strategies that can be generated through such research (with informed parental consent).

KNBA-R Complaints about Instructional Materials. As TSILL will be governed independently through its own Governing Board, TSILL will maintain a grievance policy for all stakeholders that directs concerns to the Board as the final authority in the process. As such, stakeholders will be instructed to direct any and all grievances, including those about instructional materials, to the proper channels as identified in the school's grievance policy.

IV. Governance

Q17. The Governing Board of The Spence Institute of Leadership and Learning will be comprised of board members whose major roles and responsibilities will include approving all major educational and operational policies, approving the school's annual budget, overseeing the school's fiscal affairs, ratifying top administrative staff selections and seeing that all provisions of Charter School legislation will be followed. Board members will be sought who share a commitment to Spence's vision and mission and who truly believe that all children can achieve at the highest level of excellence regardless of their circumstances. They must have adequate time to participate meaningfully in their board responsibilities (6-10 hours/month- 2 hours per month for board meetings, 1-2 hours per month for committee meetings, 1-2 hours for committee work in between meetings and 2-4 hours per month for ambassador and fundraising tasks), and they must have a passion for finding entrepreneurial means for maintaining the school's educational and financial health. Members shall be fully committed to the charter school concept. The purpose of the Governing Board is to direct, not manage, the school. The Governing Board will consist of professionals and small business owners, working in the fields of education, law, business, marketing, finance, accounting, auditing, and politics. The resumes of the Governing Board are located in Tab 17.

Q17a. The Board shall consist of at least 5 but no more than 9 voting members. The business and affairs will be under the care of a board structure as follows:

One (1) Board Chair, serving a term of 2 years, which may be renewed up to a maximum of two consecutive terms, pending election results. An individual may serve as Chair again after either their two-year term or two consecutive terms, as long as they are off the Board for a minimum of two years before serving again, who has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

One (1) Vice-Chair, serving a term of 2 years, which may be renewed up to a maximum of two consecutive terms, pending election results, who, if the Chair is absent or disabled, shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. May have other such powers and perform such other duties as the Board may prescribe.

One (1) Secretary, serving a term of 2 years, which may be renewed up to a maximum of two consecutive terms, pending election results, who shall (a) keep the minutes of the proceedings of the Board (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) keep a register of the mailing address of each member (d) ensure that all Board minutes are prepared for Board review at each subsequent Board meeting and therefore made available to the school community through the school's website.

No less than two (2) and no more than five (5) At large members who will be liaisons to the business, civic and other DeKalb community organizations, and may provide legal assistance, and will serve 2 year staggered terms. Of the two (2) elected in the first year, one (1) seat, to be designated prior to the vote, will serve one (1) year term. That seat will be filled again in year 2 for a two (2) full year term. One (1) Parent representative who will be the voice of the stakeholders, liaison between the Board and the PTA, and help with public relations, serving one (1) year term which may be renewed up to a maximum of two consecutive terms. All board members will be elected by parents. In year one election will take place before July. For years 2-5, elections will take place at the Annual meeting in May.

The Principal will serve as an ex-officio member and shall attend the meetings to make presentations to the Board or provide information as requested by the Board. With the exception of the Parent Representative, no Board member may have a child enrolled in The Spence Institute during their term of service.

These positions will be based on nominations (excluding self-nominations) and a majority vote through a general election of parent voters. Starting the second academic year, the elections will be held every May during the life of the charter. All parents and guardians shall be offered the opportunity and be encouraged to participate in the elections. Every family with students attending Spence Institute is eligible for one vote, regardless of the number of Spence Institute students in that family. All nominees are to make themselves available for questions from the community and must make a statement regarding their qualifications and objectives during their service. Elections shall be supervised by the Board acting at the time. The elections must be completed by June 1. Newly elected Board members start their service immediately.

Q17b. The Board shall uphold and promote the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will examine and update the school's short- term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans, especially in the following areas:

- Personnel Decisions- Establish hiring, grievance, transfer, evaluation, and other personnel procedures, Approve hiring of School Principal, Evaluate the school leader using the Georgia Department of Education's Leader Keys Effectiveness System (LKES), final approval over all hiring and terminations of higher level management (i.e. CFO, Business Manager and Assistant Principal).
- Establishing and monitoring the achievement of school improvement goals: Develop the Long range strategic plan, Hold an annual strategic planning and review process that will review and update the school's short- term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the SIP, Supervise the preparation of the annual school performance report to the District and the community.
- School Operations: Final approval on staff work schedules and yearly school calendars, Attend school functions and to make an effort to play a public role in the school and to build relationships, Take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board member.
- Financial Decisions and Resource Allocation: Review and approve annual budget, Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year, Work with the CFO, Principal and other staff to establish financial goals and policies. Work to secure funding and grants to support the school, Follow all generally accepted accounting principles (GAAP), Order a yearly audit of finances by an outside accounting firm.
- Curriculum and Instruction: Final approval of curriculum materials, Review monthly academic performance report.

Under the direction of the Board Chairperson, the Board shall hold monthly board meetings, at a regularly scheduled and advertised time and place, both during the educational school year and during the summer recess months. The board meetings shall be conducted in a manner consistent with the bylaws, and follow all applicable regulations and laws governing charter school board meetings. Monthly board meetings shall be open to the public, which includes any staff member, teacher, parent, student, community member, school supporter, stakeholder, or interested party. Each monthly board meeting shall have a public comment period at the end of the meeting. Per the oversight of the meeting chairperson, during this public comment period attendees are welcome to make brief comments to the Board regarding matters appropriately related to the school governance or policies.

In addition to the information contained in the governing bylaws, the Board and the school will follow any applicable federal, state, local laws, including IRS regulations that apply to 501(c)3 non-

profit entities and Georgia law covering charitable organizations. Also, the Board and the school will follow the rules and regulations of the Georgia Department of Education, the DeKalb County School District, and the charter agreement between Georgia Department of Education and the school, and the information contained in this policy document.

Q17c. The Governance Matrix is included in Tab 15.

Q17d. The attached matrix clearly illustrates the distinction between the authority of the Governing Board and charter school management regarding Personal Decisions, Financial Decision & Resource Allocation, Curriculum & Instruction, Establishing & Monitoring Achievement of School Improvement Goals, and School Operations.

Q17e. Recruitment efforts will target individuals who are well-established in the DeKalb/Atlanta area community and bring important skills to the team. In its recruitment efforts, the Board will be mindful of its goal to maintain an effective balance of expertise in several key areas including public education, health and human services, marketing, financial resources, and parent and community constituencies.

Q17f. The Governing Board, by affirmative vote of two-thirds of all of the members of the Board, may suspend or expel a member for cause after an appropriate hearing, and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership. Board members are not allowed to miss more than two Board meetings per year. If they miss more than two meetings, the Board Chair will meet with them to discuss their participation. If they are unable to fulfill their responsibilities, they will be asked to resign from the Board. Any board member may resign at any time by delivering written notice to the Chair or Vice Chair of the Board. The bylaws detail the procedures regarding removal and resignation of board members. Please see Tab 18: Bylaws.

Q17g. Upon approval of our petition, we will provide initial training for the entire Governing Board, followed by annual governance training thereafter.

Q17h. Through the school's membership to the Georgia Charter Schools Association (GCSA), Board members will receive training and support on best practices. Initial training will begin with the GCSA Governance Training Webinar Series in July, 2016 and continue monthly through December. This will comply with Georgia state law [OCGA 20-2-2072, Rule 160-4-90.06] that mandates fifteen hours of individual governance training for new charter board members and will have our board trained before the school is opened. Following that, TSILL will stay abreast of local issues that may impact the school and its governance, as well as participate in relevant training with GCSA and DCSD to comply with the required nine hours of annual training for returning board members. We also have former public school and charter school administrators as board members to provide ongoing support and training. The Board is also committed to annual retreats dedicated to the growth and development of the Board's capacity, during which guest presenters, book studies, guided school visits, and/or other development strategies will be organized into an intensive session aligned to school-wide goals and performance outcomes.

Q17i. All board members will sign a conflict of interest statement as part of their annual agreement to board service. Should a conflict of interest arise, board members are required to recuse themselves from any applicable votes or official decisions. Members will comply with ethics and conflict of interest provisions applicable to members of the DeKalb County School Board. Please see Tab 19: Conflicts of Interest Forms.

Q17j. Board members should have a firm belief in the mission on which Spence Institute is based and must be committed to advancing the vision. To do so, board members are expected to serve on at least one

committee. The standing committees of the Board are each chaired by a member of the Board; the Board Chair is not permitted to chair committees.

The standing committees and their respective responsibilities are as follows:

Accountability, Compliance, and Curriculum. Review Principal–prepared reports, and present such reports at each Board meeting, on one or more compliance items from the charter; district, state, or federal law, policy, or regulation; or any other source – including any annual account- ability and compliance reports required by the district or state, and a monthly academic performance report.

Executive. At its discretion each year, the Board may vote to create an Executive Committee, which will include at a minimum the Board Chair, Board Vice Chair (when such an officer is in place), Business Manager/CFO, Secretary, and Principal, with the authority to handle urgent or routine issues during the period between regular monthly Board meetings. All meetings and decisions of the Executive Committee must be reported to the Board at the regular meeting and any actions taken may be overruled by simple majority vote of the full Board.

Fund Development. Raise funds through an annual campaign to supplement the per-pupil funding received from the DeKalb County School Board. Ensure that all fundraising at school is vetted for safety and security of the students and financial health of the school.

Governance. Develop the Board policies, procedures, and training. Act as the parliamentarian. Establish hiring, grievance, transfer, evaluation, and other personnel procedures. Provide support for the Principal in the implementation of these policies. Conduct, and report to the Board on, an annual performance review of the Principal.

Nominating & Board Development. Announce openings, accept nominations for, review candidates, and make recommendation(s) to the full Board candidates for open Board positions. Obtain school community input on nominations prior to selecting and recommending Board members for election by the Board. Secure professional development training for Board members.

Finance. Review and recommend the annual budget for Board approval. Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year. Recommend financial policies to the Board. Work with the Business Manager/CFO, Principal and other staff to establish financial goals and policies. Work to secure funding and grants to support the school. Finance Chair will, in collaboration with the Principal, prepare and present a report on current financial and operational performance at each board meeting.

Q17k. A Governing Board member will evaluate the Principal. The Principal will evaluate the Assistant Principal. The Georgia Department of Education's Leader Keys Effectiveness System (LKES) will be the assessment tool used to evaluate the effectiveness of the Principal and Assistant Principal's performance. The Principal and board members will be credentialed to conduct LKES evaluations through training by the GDOE.

Q17l. Ensuring effective organizational planning and financial stability can be best summarized by Dr. Brian Carpenter's article on *The Seven Absolutely Universal, Non-Negotiable, Unchanging Principles of Good Charter School Governance.* Each principle provides springboard examples for our Governing Board to build upon.

Principle 1 Govern as Stewards Rather than as Stakeholders

- Realize that the Board's first obligation is to represent the interest of public owners.

Principle 2 Establish Organizational Purpose

- Adopt means policies that pertain only to matters of prudence and ethics.

Principle 3 Exercise Fiduciary Responsibility

- Adopt sound policy followed by compliance monitoring that safeguards every stakeholder's right to physical and emotional safety and the school's finances and property.

Principle 4 Delegate Authority and Ensure Accountability

- Establish a single point of accountability for the school's performance.

Principle 5 Speak and Act as One

- Collectively state expectations through written policies.

Principle 6 Spend the Board's Time Only on Things that Matter

- Dedicate the larger portion of board meetings to discuss student performance and finances.

Principle 7 Commit Resources and Time to Developing Good Governance

- Read and discuss books and articles on governance as well as attend seminars and workshops to increase capacity.

The Governing Board will utilize these principles as a benchmark to create policies and procedures that ensures effective organizational planning and financial stability therefore by providing longevity to the life of the charter.

Q17m. Parents and community members will participate in governance by electing parent and community representatives to sit on the Board. Thus, they will be directly involved in the school's decision-making. We will also encourage widespread parent attendance at and participation in the meetings of the Parent Teacher Student Association (PTSA). The parent representative that sits on the Board will have the duty of reporting to the PTSA. Furthermore, all parents and interested parties will be invited to attend the Board meetings, which shall be open to the public. Finally, it shall be the responsibility of each Board member to attend school functions and to make an effort to play a public role in the school and to build relationships.

Q17n. Parents and staff will be involved in site-based decision-making at the school and in the on-going development and growth of the school, including a representative on the Governing Board and participation in school-based committees.

Q17o. The Spence Institute will communicate with families and the community through newsletters, emails, flyers, press releases to local media outlets, the school's PTSA and Parent University courses and workshops, and Infinite Campus Parent Portal.

Q18a.

Procedure for Student/Parent/Guardian Concern or Grievance

Student grievances are handled at the school site level, and all students will be able to pursue concerns with the Principal as necessary. If a parent/guardian has a concern or disagreement, they should schedule an appointment to discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. We hold our instructional time with students as a major commodity and therefore, parents/guardians will not be allowed to address concerns with teachers during that time, but are welcomed and encouraged to schedule an appointment with the teacher. If there is no resolution to

the problem, or if the dispute does not involve a specific teacher, the parent/guardian should contact the Principal, who will mediate the problem with all parties involved. All student/parent grievances that can be satisfied at the school site level should be completely resolved within 5-8 school days.

If a parent/guardian is unsatisfied with a decision of the Principal, or if the Principal fails to respond in a timely manner (72 hours), he or she may appeal this matter through a formal appeal letter to the Board Chair and/or Vice Chair and a copy to the Principal.

Procedure for Employee Grievances

An aggrieved employee who is unable to informally resolve the grievance may submit a written request for a meeting with the Principal and the other person or persons with whom the staff member has a grievance. The Principal will schedule such meeting wherein each party will have the opportunity to be heard and to request relief and will issue a written recommendation as to how the matter should be resolved. All employee grievances that can be satisfied at the school site level should be completely resolved within 5-8 school days.

If the aggrieved employee remains unsatisfied with the Principal's findings, or if the Principal fails to respond in a timely manner (72 hours) he or she may submit a formal appeal letter to the Board Chair or Vice Chair and copied to the Principal.

Q18b. Upon receipt of the formal appeal letter from a student/parent, the Board Chair or Vice Chair will respond in writing or in person within one week. Depending on the issue, the Board Chair may recommend a hearing before the Board's Executive Committee, a presentation before the board at a regularly scheduled board meeting, or mediate a solution between the Principal and the parent. The board's primary role will be to ensure that the Principal is responsive to the person bringing forth the concern or grievance, in a manner consistent with the mission and values of the school. The grievance should be fully resolved within 7-10 school days.

Depending on the issue brought forth by a teacher, the Board Chair may recommend a hearing before the Executive Committee, a presentation before the Board at a regularly scheduled board meeting, or mediate a solution between the Principal and the employee. The Board's primary role will be to ensure that the Principal is responsive to the employee bringing forth the concern or grievance, in a manner consistent with the mission and values of the school. The grievance should be fully resolved within 7-10 school days. Additional procedural information on grievances can be found in Tab 29: Faculty Handbook.

Q18c. Should internal conflicts arise among the Governing Board members, proceedings to resolve the conflict will be headed by the Board Chair. To ensure that the Governing Board is honoring regularly scheduled board meetings, the Board Chair will schedule a separate meeting to hear, mediate and resolve the conflict. Mediation will include identifying the issue(s) that brought forth the conflict, establish procedures or adopt behaviors for resolving future issues and concluding the mediation with clearly articulating the decision that was made and growth and development supports if needed. The internal conflict shall not exceed 3 days without complete resolution.

Q19. A copy of the school's Certificate of Incorporation has been included in Tab 16 for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. §20-2-2065(b)(4). An amendment to the school's name from Spence Academy of the Liberal Arts to The Spence Institute of Leadership and Learning was made on October 30, 2014 and a copy is also included.

Q20. The vision to obtain a charter for The Spence Institute of Leadership and Learning has been accepted by the founding team with an unwavering spirit and relentless energy that we believe will permeate every person that embraces our vision, walks through our doors and adopts our physiology and mission.

The group is bound together by an admiration for DeKalb County and a deep commitment to providing world class educational opportunities to DeKalb County students. We are confident that the skills, expertise, and perspectives shared, will form a team that will deliver on the school's mission, goals, and objectives. Resumes for each Governing Board member is included in Tab 17.

Kelly M Campbell- Former Charter School Developer for Imagine Schools, Ms. Campbell wrote approved charters for several Atlanta-area school systems, held parent and community meetings, developed budgets, wrote grants and testified before State House and Senate committees. Her experience in the charter school arena is all-encompassing with a specialization in governance and board training. Ms. Campbell's unique experience as a former writer of approved charters, budgetary relations and grant writing will be very complimentary to our work. She will serve as a Governing Board member and provide guidance and advisement to the Governance, Fund Development and Finance Committees.

Cathy Mabry- As an Assistant Principal for Instruction at Fairington Elementary School in DeKalb County, she was committed to academic excellence and creating an environment conducive for learning. Ms. Mabry also served on the strategic planning and leadership committees, various textbook and curriculum revision committees and as well as a teacher forum representative. Ms. Mabry retired as an Assistant Principal in 2010. Since that time she has remained active in civic and community projects. Ms. Mabry was recruited to become a part of the effort to strengthen community engagement, partnerships and sustainability. She will serve on the Governing Board and provide guidance and advisement to our Nominating & Board Development, Executive, and Accountability, Compliance and Curriculum Committees.

Graylin Mitchell- Graylin Mitchell has been with the CDC for the past 10 years in the Division of Laboratory Sciences as a Biologist with the Inorganic Radiation and Analytical Toxicology Branch. Her primary responsibilities included developing, refining, and revalidating methods used for quantification of inorganic toxicants (arsenic, copper, iodine, manganese, mercury, selenium, vanadium, and zinc) in various biological matrices using different types of mass spectrometry. Ms. Mitchell was also responsible for the development, revision, promotion, and evaluation of CLIA for the branch. She continues to work at CDC as a Health Scientist providing technical guidance for clinical laboratory testing. Degrees Ms. Mitchell has obtained include an MPH, BS in Biology, and BS in Medical Technology. Ms. Mitchell is also a certified phlebotomist. Ms. Mitchell's induction has provided the Board with an in-depth look at how we can foster the love of science beginning in kindergarten. Building on her own experiences of K-12 science education, Ms. Mitchell will serve on the Governing Board and provide guidance and advisement to the Accountability, Compliance and Curriculum Committee.

William Mitchell-William Mitchell is an Area Operations Manager at the Marshalls Distribution Center in Atlanta, Georgia. With over 26 years of working in the Marmaxx network, Mr. Mitchell has proven to be an experienced result-oriented leader with expertise in strategic planning, continuous improvement, and developing others. Mr. Mitchell has extensive knowledge and experience in tracking, analyzing, and improving key performance indicators. His true passion is utilizing the experience and influence that he has gained to foster internal and external relationships throughout the network, resulting in consistent and more efficient procedures. Mr. Mitchell's decorated business expertise will be utilized to drive strategic planning in both financial and operational structures of the school. Mr. Mitchell will serve on the Governing Board and provide guidance and advisement to the Governance Committee.

Emile Paradis- As the owner of Referral Institute Atlanta and Founder of Global Network ATL, Emile Paradis creates and develops marketing plans to assist sales professionals in maximizing their referral network and growing their business. Mr. Paradis also serves as the Executive Director of Fast Forward Restart, a nonprofit assisting business owners and nonprofits in refocusing their businesses after the hurricanes of the fall of 2005. Mr. Paradis has served in both the United Marine Corps and United States Marine Corps Reserve of which he retired from in 1995. Upon retirement, he worked as an American Express Financial Advisor, later moving to the Shilla Corporation, a regional third party administrator for employee benefits. Since 1998, Mr. Paradis has been a strategic leader in expanding network franchises as well as establishing internal educational programs. Mr. Paradis' marketing expertise will be utilized to develop and tailor our student recruitment and community partnership efforts yielding results that will positively secure our school's longevity. Mr. Paradis will serve on the Governing Board and provide guidance to the Fund Development Committee.

Tomiko Thompson, Ed.S, Founder- On January 11, 2014, Ms. Thompson began journaling the vision for a charter school that would reawaken an educational atmosphere that is centered on yielding desirable outcomes through creating and enhancing effective teachers, building healthy relationships, and providing needed resources. Nine months later, Ms. Thompson sat down with a group of dedicated individuals who joined in the belief that a service-learning institution, equipped with systems designed to increase teacher performance and student achievement was needed to better enhance teachers and students through a constructivist approach to teaching and learning.

With nearly 20 years in the field of education, Ms. Thompson is both an experienced educator and well-established school leader. She has collaboratively planned with educators to improve content knowledge, implement research-based instructional strategies, design effective uses of achievement data, and strengthen stakeholder relationships while cultivating a school climate that is conducive to learning.

Ms. Thompson currently serves as the Founding Board Chair. Ms. Thompson will serve as the school's founding principal and as an ex-officio Board member.

Q21. A proposed copy of the School's bylaws, pursuant to O.C.G.A. §20-2-2025(b) (4) is included in Tab 18.

Q22. The complete and signed conflict of interest form for each Governing Board member is included in Tab 19.

V. Contracts with Educational Service Providers or Other Charter Partners

Q23. The Spence Institute of Leadership and Learning has not and does not intend to contract with a management or consulting firm.

Q24a. Contact information for our proposed partnerships is listed in Tab 20.

Q24b. There are no existing or potential conflicts of interest with these partnerships.

Q24c. Copies of correspondences and intended contracts regarding proposed business arrangements and partnerships can be found under Tab 20.

VI. Financial Objectives, Plans and Waivers

Q25a & Q25b The Spence Institute financial goals are centrally focused on operating responsibility while remaining fiscally sustainable through the first charter term. We will enact the following goals and measures to maintain fiscal health and to address sustainability, occupancy cost and liquidity:

Goal 1: The Spence Institute will maintain robust budgeting based on sound operating practices.

- **Measure 1:** Each year, the School will develop a viable operating budget, which will include a contingency and an operating surplus.
- **Measure 2:** Throughout the first charter term, the School will maintain or surpass a contingency allocation benchmark of a 1-2% of revenue.

Additionally, all unused contingency funding and budget surpluses will be allocated as unrestricted cash reserves, until the cash value is equivalent to two months of working capital.

Goal 2: Maintain an enrollment variance (forecast/actual) greater than 95%

- **Measure 1**: Enrollment variances under 95% will trigger the administrative team to execute comprehensive budget revisions to address revenue shortfalls and rebalance the budget.

Goal 3: The Spence Institute will exercise responsible cash management to ensure expenses are paid in a timely manner, a budget surplus is generated annually and unrestricted cash reserves accumulate for working capital.

- **Measure 1:** The monthly review of financials (Income Statement, Balance Sheet, Cash Flow and BVA) will measure the School's compliance to budgetary parameters and determine the effectiveness of resource allocations.
- **Measure 2:** During the Mid-Year Budget revision, the administrative team will assess significant variances and realign the budget, as necessary, to be consistent with changing operational and academic objectives.

Goal 4: The Spence Institute will responsibly utilize credit instruments in order to defer expenses and optimize cash management.

- **Measure 1:** The School will consider debt financing from loans, credit lines or mortgages if the Debt to Asset Ratio is less than .90 and the Debt Service Ratio is equal to or greater than 1.10.
- **Measure 2:** The economic stability shall be measured by annual independent audit that will test compliance to fiscal controls and disclose details regarding The Spence Institute's viability.

Q25c. The Governing Board will provide appropriate checks and balances to oversee the budget development process and review the day-to-day expenditures of TSILL. The Governing Board will recognize the importance of excellent fiscal management and oversight in managing public resources to achieve the mission and vision of the school. The Governing Board will be vigilant in fulfilling its responsibilities to see that all funds are used wisely to achieve the purpose for which they are allocated. TSILL's fiscal management plan will assist with the achievement of our financial goals and measures through best practices endorsed by the GAAP.

The School has the responsibility to establish and maintain an adequate system of internal controls in accordance with the Governing 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 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 Governing Board.

The Principal shall be responsible for preparing and presenting to the Governance Board for adoption, the annual school budget. The Governing Board expectation will be that the Principal work closely with other members of the administrative 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 Principal to expend an amount greater than what was budgeted for a specific purpose, the Governing Board authorizes such expenditures up to the maximum amount listed in the Governing Board's Financial Management Policy. Any such expenditures shall be reported to the Governing Board at its next regularly scheduled meeting. The total amount spent shall not exceed the line amount of the approved budget without prior authorization from the Governing Board.

Checks drawn on the general operating account or any special account will require the signature of the Principal, who is authorized to sign only after approval of the annual operating budget by the Governing Board. Additionally, all invoices presented for payment must be accompanied with supporting documentation and approved for payment by the Principal.

The School shall maintain an inventory of all fixed assets in accordance with the Governing Board's Financial Management Policy. All qualifying assets shall be evaluated annually to reflect either an increase or decrease in total value. The CFO 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 Principal and Assistant Principal and is responsible for all phases of purchasing in accordance with the Governing Board's Financial Management Policy. The primary guideline is that all purchases fall within the framework of the Governing 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 will be done through a Request for Proposal (RFP) process in accordance with the Financial Management Policies of the Governing 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 CFO, the specification for the RFP will be developed and advertised; questions are received and site visits (as necessary) will be completed; proposals are received and opened; an administrative review will be 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, Governing Board's approval is obtained and the contract will be issued.

All wages earned by employees will be paid through the office of the Business Manager. Payroll procedures will be contingent on accurate accounting of hours worked. The process for this will be established by the CFO and implemented by administrative staff under the direction of the Principal. Compensation records shall be kept through the office of the Business Manager and reflect an accurate history of the compensation and related benefits paid to each employee. The School will pay 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 Principal.

The Governing 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 Governing Board will contract with a certified and licensed public accounting firm in the State of Georgia to conduct its annual audit in accordance with the Governing Board's Financial Management Policy.

As part of the Fiscal Management Action Plan, a comprehensive budget revision will be conducted should enrollment only yield 95% of forecast. The School's CFO has taken action to draft several faculty allocation plans should enrollment fall below 95%.

Contingency Plans

The most significant risks associated with the financial sustainability of the school are centered on three major variables:

1. The uncertainty of FTE funding from both state and local sources
2. Maintaining student enrollment
3. Unplanned maintenance expenses

Risk #1 - The uncertainty of FTE funding from both state and local sources

The Spence Institute of Leadership and Learning (TSILL) will maintain an available cash reserve each year of its charter term. Although TSILL may commit a portion of these reserves into projects that will strengthen the school's infrastructure, uncertainty with both state and local FTE funding sources may result in postponing some expenditures in order to allocate cash reserves toward maintaining a balanced budget.

Risk #2 - Maintaining student enrollment

TSILL's projected enrollment for Year 1 is 400 students with 812 students by Year 5. Based upon our community support survey data, the School's teacher development center, Spence University and other innovative programs, is in a unique position to meet enrollment goals while maintaining manageable student-teacher ratios. In Year 1, the FTE funding enrollment is projected at 400. The increase in enrollment from Year 2-5 reflects an enrollment progression cycle that will yield 4 classrooms per grade level. If TSILL falls short of obtaining or maintaining its enrollment goals, adjustments will be made immediately to reduce staffing allocations, operating costs, with decreasing compensation as a final option to sustain a balanced budget.

Risk #3 – Unplanned maintenance expenses

TSILL's cash reserve will serve as the primary contingency fund for unexpected maintenance expenses.

Q25d. The Spence Institute's five-year budget forecast represents operating surpluses starting in YR1 and continuing through the entire charter term. Each budget year, the School includes an operating contingency of 1% and growing year-over-year budget surpluses. By the end of YR4, The Spence Institute's unrestricted cash reserves are projected to top 80 days of available working capital. Other indicators of robust financial performance include the 3 Year Aggregate Margin. Projections for the School's total margin Years 1-3 is 1.87%. This critical performance measure exceeds NASCA standards for financial sustainability. The Spence Institute plans to have cash reserves over $1.5M by the end of Year 5.

See Tab 21 for the school's detailed budget that projects revenues and expenditures for the first five years of the proposed charter term. This submitted budget complies with O.C.G.A. §20-2-171.

Q25e. The School's Chief Financial Officer (CFO) holds all appropriate credentials required by the State Board of Education Rule 160-4-9-.04. Our CFO's resume is included in Tab 22 CFO Resume.

Q25f. The Principal and Chief Financial Officer will have primary responsibility for the financial management of the School. In addition to rigorous internal control policies, TSILL will also take additional security measures by procuring a crime/fidelity bond, which will cover all persons receiving or disbursing funds. This policy will be insured up to $1million and will be maintained during the length of the charter term.

Q26a. Financial ratio analysis is considered by financial researchers as the premier evaluation technique to measure an organization's efficiency. Where economic markets and funding may not always be stable, Spence better position itself to demonstrate solid financial practices.

Sustainability is a major focus and priority for The Spence Institute. As defined by, Bell, Masaoka, and Zimmerman (2012)[19], "encompasses both financial sustainability (the ability to generate resources to meet the needs of the present without compromising the future) and programmatic sustainability (the ability to develop, mature, and cycle out programs to be responsive to constituencies over time)." We will seek to gain advance abilities to deliver services and strengthen the school's capital through balanced budgeting and sound financial management. Utilizing these measures allows us to include revenue diversification, resource management, liquidity, and solvency as part of our financial management plan.

Table 1: Eleven Common Financial Ratios of the Nonprofit Sector

Table 1: Eleven Common Financial Ratios of the Nonprofit Sector

Ratio	Formula	Meaning
Revenue Diversification		
Revenue source dependency	(revenue element – e.g., grants, donation) / (total revenues)	Identifies revenue diversification by analyzing how each revenue stream contributes to the organization's total revenues.
Revenue growth rate	(period 2 – period 1) / Absolute value (period 1)	A metric of sustainability and overall effectiveness of fundraising campaigns.
Resource Management		
Personnel Cost Ratio	(wages, taxes, and benefit expenses) / (total expenses)	Percentage of budget used for staff and benefits. Personnel is usually the largest cost.
Fundraising efficiency	(contributed income) / (fundraising expense)	Average dollar of contributions raised from each dollar spent on fundraising activities.

[19] Bell, J., Masaoka, J., & Zimmerman, S. (2012) *Nonprofit sustainability: Making strategic decisions for financial viability*. San Francisco: Jossey-Bass.

Program Service Efficiency	(program service costs) / (total functional expenses)	Funds spent for program expenses compared to all expenses.
Liquidity		
Current Ratio	(current assets) / (current liabilities)	This ratio evaluates the organization's ability to meet short-term demands.
Defensive Interval	(cash + securities + receivables) / (avg. monthly expenses)	Indicator of how long an organization's cash reserves will last if no additional funds are received.
Conversion Accounts Indicator	(PPE – unrestricted N.A. + accounts payable) / (avg. monthly expenses)	A cautious indication of the number of month(s) expenses can be paid through use of existing assets.
Solvency		
Debt to Assets	(total debt) / (total assets)	A high value indicates problems with liquidity or reduced capacity for future borrowing.
Net Asset Total	(net assets) / (total expenses)	A comparison of the overall equity of an organization in relation to annual expenses.
Temp. Res. Net Assets	(temporarily restricted net assets) / (cash + investments + pledges)	Useful in determining if an organization is spending restricted cash for unrelated purposes.

Q26b. The use of the eleven common financial ratios has insurmountable research that demonstrates effectiveness on measuring financial health and therefore providing the school early indicators of needed tools and procedures to maintain financial effectiveness.

Q26c. The use of financial ratios allows Spence to better position to forecast early the need to search out challenging opportunities to change, grow, innovate, and improve its financial health and sustainability.

Additionally, by establishing an audit committee, comprised of those that have specialized knowledge and effective leaders, Spence will coordinate audits and review results to improve internal controls. Recruiting assistance from a contracted CPA to provide advice on budgeting and accounting operations and our legal representative to provide useful information relating to confidentiality, conflict resolution, and risk management concerns will add continued balance on the committee.

Q27a. The Office of Innovation and Academic Strategies provides grant funding for innovative programs that aligns to the Innovative Fund's Priority Areas. Members of the founding board/Governing Board will attend the Office of Innovation and Academic Strategies' June 3, 2016 Grant Tech Assistance Day Workshop to learn more about grants available and how to apply. Grant applications are due in late August with interviews in mid-September. Many of our proposed programs and initiatives align to the priority areas of the available grants. We anticipate that our application will be selected, providing the school with a grant ranging from $10,000 to $700,000.

Q27b. TSILL will organize a fundraising team of administrators, Governing Board members, PTSA, SAC and other internal groups to organize efforts to secure other sources of funding. Once our charter petition is approved by DCSD, the founding team will immediately launch an aggressive fundraising campaign including applying for grants provided by the Office of Innovation and Academic Strategies.

Q27c. This section is inapplicable at this time.

Q27d. The School's tax-exempt status is established and a copy is provided in Tab 24.

Q28 & Q28a. ***Expenditure Funds – O.C.G.A. Section 20-2-167 and Minimum Direct Classroom Expenditures--***

O.C.G.A. Section 20-2-171. As a public charter school, TSILL's model is that of flexible and innovative use of per-pupil and philanthropic funding. TSILL will have flexible groupings of students, individualized curricula, educational partners and philanthropic donors. In addition, teaching modalities will be flexible so as to adjust to the needs of each student as they progress and/or need remediation and/or enrichment. As a result, TSILL will need the ability to utilize resources in a manner to best serve its students.

Salaries, Class Size, Benefits—O.C.G.A. 20-2-182. Where appropriate and in the best interest of students, TSILL will serve students in a multi-age format to build on their strengths while providing robust supports for growth areas. In order to successfully implement the model, TSILL will need the greatest flexibility in relation to class size to develop a flexible approach to learning and to serve the students in an environment where they can attend to learning and progress. Further, TSILL seeks a waiver to maintain greater flexibility in teacher salaries as they relate to the needs of the school population. In this way TSILL can best determine whether the needs of the students will be best served through the combination of full and part time practitioners to capitalize on the available talent and the needs of the student body.

Conditions of Employment— O.C.G.A. Section 20-2-210 and Teacher Contracts – O.C.G.A. Section 20-*2-211(a), 20-2-211(b), and 20-2-211(c). Teacher Salary Schedules and Increases –O.C.G.A. Section 20-2212 through 20-2-212.6 and SBE Rules 160-5-2-.04 and 160-5-2-.05* TSILL seeks to waive requirements related to salaries in order to retain flexibility to determine its own salary schedule and compensation for its employees. TSILL further seeks flexibility to ensure merit-based increases as funding allows, in order to attract and maintain the staff that is best suited to the student body. TSILL intends to uphold at-will contracts and offer a highly supportive and rewarding work environment with a specialized focus that will attract the best candidates for the positions available.

Furlough Days— O.C.G.A. Section 20-2-221. TSILL requests a waiver to any requirements related to furlough days. As a public charter school with financial flexibility, TSILL requires flexibility in designing its own school schedule in the event of challenging economic times, which may or may not include furlough days.

Contracts for Purchases— O.C.G.A. Section 20-2-500, 20-2-501, 20-2-503. TSILL seeks to waive requirements relating to purchases as it seeks to retain maximum flexibility to allow school leadership to

make purchasing decisions in the best interest of the student body. Purchasing protocols will ensure that vendor contracts are competitive and the best use of resources for the school.

DJE-R(1) Purchasing. TSILL will develop its own policies related to purchasing and use of school funds and requires flexibility to ensure that all purchases are approved and for the best interest of students of TSILL.

DJC-R Payroll Procedures. As a public charter school, TSILL will employ its own staff and thus will not utilize the payroll procedures outlined by the county.

JS-R Student Fees, Fines, and Charges. TSILL seeks flexibility with regard to developing its own accountability measures for the utilization of fees, fines, and charges to best suit the needs of the school environment.

VII. Student Admissions

Q29. Prospective families of the DeKalb County School District will be eligible for admission to the school through application on a first come-first served basis. Once all grades are filled or the registration and lottery are complete, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis. The waitlist is only in effect for one school year; students must reapply each year for available seats.

Q29a. The Spence Institute of Leadership and Learning will adopt a district-wide attendance zone. Students residing within the DeKalb County School District will be eligible to attend. An attendance zone map is included in Tab 25.

Q29b. Pursuant to O.C.G.A. § 20-2-2066 TSILL shall enroll any student residing within the DeKalb county attendance zone (including students with disabilities and ESOL students) who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such case, all such applicants shall have an equal chance of being admitted through a random selection process; provided, that TSILL may give enrollment preference to applicants in any one or more of the following categories in the order of priority as follows:

1. A sibling of a student enrolled at TSILL
2. A student whose parent or guardian is a full-time teacher, professional, or other employee at the charter school

Q29c. The Spence Institute will align their pre-enrollment and enrollment period to other schools of choice that serve the same neighborhoods. The specific dates for all pre-enrollment and enrollment periods will be set by the Board each year and posted on the school's website, in flyers posted around DeKalb County, and on all application materials. The district's automated system, Infinite Campus will be used to maintain student enrollment records and reporting to local and state agencies.

Prior to January 1: Parents, and outreach officials will actively recruit students throughout neighborhoods served by DCSD with a specific focus on the communities immediately adjacent to the school facility.
Parents and outreach officials will disseminate accurate and up-to-date information about the school's educational program, services, amenities, application procedure, and the admissions process through a variety of sources that may include, but are not limited to:

- Local newspapers
- Local radio and public television stations
- Local advertising agencies
- Open House
- Direct mail to parents
- Word-of-mouth

The pre-enrollment period for returning students, their siblings, and students whose parents/guardians serve as Board or staff of TSILL will be set by the Board in the year prior and will be aligned, whenever possible, to other schools of choice serving the same communities (and will not begin before January 1). All returning families will be asked to submit an enrollment form and all required enrollment documentation prior to the deadline established by the board in order to determine the number of available seats per grade level.

- Enrollment period: Applications from prospective families who are not eligible for pre- enrollment are collected. (See Tab 25 Enrollment Application.) If the number of applicants exceeds capacity during the application period, a lottery will be held on the date established by the Board as the final day of the enrollment period. Families who have submitted applications before this deadline will be considered in the lottery.
- Notification period: All families will be notified of their enrollment status and enrollment paperwork will be requested. Families who do not submit enrollment paperwork by the established due date may waive their right to attend the school and the next family on the waiting list will be contacted to enroll.

The lottery will be held as a random selection process, with first preference given to siblings of students already enrolled in the school as well as students of staff and teachers. After the lottery is held, applications will be accepted on an on-going basis and seats will be filled on a first- come, first-served basis.

The DeKalb School Choice Office will be made aware of the school's open enrollment window and application process to assist in marketing the school through district program publications that are shared with parents and students.

Registration

Only those students who reside within the DeKalb County attendance zone are eligible for enrollment at The Spence Institute. Once admitted through the lottery process, parents or guardians are required to complete registration paperwork, outlined in the acceptance letter sent once the lottery has been conducted. Parents who fail to register their child with all of the required documents during the registration period may forfeit their child's right to attend TSILL and the next family on the waiting list will be contacted.

Registration documents that must be submitted include:

- TSILL Enrollment Application
- Signed Healthy Student form
- Mortgage or lease agreement (or signed/notarized residency form from DeKalb County)
- Electric bill (dated within 30 days of enrollment)
- Driver's license
- Student's official birth certificate

- Student's social security card or Form IS-2 (Statement of Objection to the Use of Student's Social Security Number for Student Identification)
- Form 3231—Certificate of Immunization
- Form 3300 – Certificate of Ear, Eye and Dental (must be dated within 30 days of enrollment)
- Compulsory Attendance Notice
- Records Request Form
- Copies of report cards, standardized assessment scores, and behavior reports (for applicable grades)

All forms and required documents that display an address must have a DeKalb County-eligible address. Parents will be required to present a current lease and a Georgia Power bill as proof of residence. If parents are staying with someone else whose name is on the lease, parents must submit a notarized form stating that fact.

Q29. TSILL will admit students via a blind admissions lottery in March as described above. If there are more applicants than seats available, the blind lottery will ensure that a random selection process is used to enroll students in the school. TSILL's lotteries will be conducted under the supervision of the Georgia Department of Education. The lottery process will be done entirely by a computer program that will randomly sort all the applications for each grade. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Any additional students that enroll will be placed at the end of the waiting list on a first- come, first-served basis.

Q29e. We are committed to an enrolled student population that reflects the diversity of the communities served, including those students who come from typically "harder to reach" families. The school will offer several open houses and information sessions annually, with information about the school and its enrollment period posted in the immediate neighborhood at shopping centers, places of business, and food establishments. We will organize ourselves in a manner that most of the outreach will be parent-driven, with PTA representatives identifying pre-k and preschool feeders throughout the community and sharing information with families at those schools about TSILL. The parent role in outreach will help to reach "harder to reach" families as we expect that current parents will live and work with other parents who may be interested in the school and can reach them authentically.

In order to reach enrollment goals for middle school grades, TSILL parents and staff will reach out to fifth graders and local elementary schools in the adjacent communities, with a particular focus on elementary programs that offer project-based learning, service-learning, and arts programming.

Q29f. Spence will use the strategies outlined above to advertise the school and its enrollment process to actively recruit students. It is our goal that the school's reputation for high standards and support for the betterment of its students and teachers begin to serve as a recruitment tool. The anticipation of the perpetual waiting list, and the planned cohesion with surrounding schools and businesses will all serve as evidence of the school's growing stature. We believe this plan will complement TSILL's ground-level recruitment strategy.

Q29g. The Spence Institute of Leadership and Learning will not follow the DCSD calendar. The school calendar consists of 180 days of instruction, 3 teacher work days and 4 half days designated for parent and teacher conferences. The calendar was strategically designed to support training and development for teachers and designated times for parent and teacher communication that supports student development and

achievement. These efforts are directly correlated to our school's mission and vision statements. We have included a copy of our proposed calendar and daily schedules for grades K-8 in Tab 26.

VIII. Facilities

Q30. The founding board of The Spence Institute of Leadership and Learning (TSILL) has spent a great deal of time collectively viewing and assessing proposed properties and has identified a viable facility for our school. We have partner with Colliers International Atlanta to meet our facility needs. Colliers has extensive knowledge having worked with hundreds of charter schools all over the United States with a wide clientele here in Georgia. Upon approval, The Spence Institute and Colliers will collaborate to finalize the proposed facility option. Currently, TSILL has identified the following privately-owned facility as a potential site that is available for lease or purchase.

Facility Option: 5271 Snapfinger Woods Drive Decatur, GA 30035 (Formerly Kingdom Academy)
Existing Building: 34,270 SF **Land**: 4.40 AC **Status**: Built January 1980
Parking: 83 free surface spaces available **Amenities**: Fenced lot
Building Description: The proposed site currently has 30 classrooms, 5-6 administrative offices, a full commercial kitchen, multipurpose room with stage, and jack and jill restrooms for primary grade students. The building also has a full sprinkler system and storage areas.

Additional information on the proposed facility as well as an MOU has been included in Tab 28.

Q30b. As it stands, the proposed facility will comfortably accommodate enrollment for Year 1. An expansion plan to build 24 additional classrooms/offices/common areas will need to be devised. Building plans will be submitted to DeKalb County School District's Facilities Department for approval.

Q30b.i All renovations will comply with local zoning and building codes and timetables to achieve compliance.

Q30b.ii Upon charter approval and hiring of the building developer by Colliers International Atlanta, an expansion plan will be devised that includes:

- The scope of work to be completed and funding mechanism to cover these cost
- The person(s) who will manage the project and their qualifications; and
- A projected timeline.

Q30b.iii The proposed site has suitable configuration and we will pursue the proper Certificates of Occupancy from the proper municipalities along with the site and facility codes from GADOE.

Q30c. The proposed site is located at 5271 Snapfinger Woods Drive, Lithonia, Georgia 30035.

Q30c.i. This section is inapplicable as the proposed site is not a church or other religious organization.

Q30c.ii. TSILL is prepared to take immediate action to secure the proposed facility upon charter approval from DCSD BOE. Our plan is to efficiently reassess the real estate market at the time of approval to determine if the property listed in the petition is still available or if there are newly listed properties that are a better fit for The Spence Institute of Leadership and Learning. After completing this assessment, Colliers International Atlanta will initiate the leasing of our chosen building. The timeline established for occupying the building will allow time for any necessary changes to be completed by July 31, 2017 at the latest.

Q30d. The proposed school site stands at 34,270sf. The building will accommodate Year 1 enrollment, but will need expansion to accommodate Year 2 and future enrollment numbers through Year 5. Colliers International Atlanta will be responsible for vetting and securing a building developer that will present an expansion timetable that accommodates future enrollment upon charter approval.

Q30e. A School Site Selection Form for Site and Facility Approval will be completed and submitted to DCSD upon approval of our charter petition. Colliers International Atlanta will facilitate the completion of this task.

Q31a-b. The Spence Institute has secured an MOU for the proposed facility. The agreement is presented in Tab 28.

Q32. The Spence Institute of Leadership and Learning will obtain the CO of the proposed facility and submit plans and additional drawings 45 days prior to the start of the charter term on July 1, 2017.

Q33. A health and safety plan in compliance with Georgia §20-2-1185 will be submitted to the Georgia Emergency Management Agency (GEMA) for approval on an annual basis.

Q33a. A school safety plan for TSILL will be established and submitted to DCSD no later than 45 days prior to the start of the charter term on July 1.

Q33b. TSILL will ensure compliance with Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, local state and federal laws. TSILL will also meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. 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 health, safety, and welfare of students and employees pursuant to Georgia Statues and National Fire Protection Association Life Safety Code. TSILL 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.

TSILL will engage contracts with custodial, maintenance, and landscaping service providers to achieve regular maintenance of school facilities and grounds. The School will fulfill the obligation of obtaining annual health and safety inspections.

All compliance responsibilities will be headed by the Principal, Business Manager and Head of Maintenance.

IX. Student Discipline

Q34. TSILL will adopt DCSD's Student Code of Conduct and follow the rules and procedures regarding student discipline and dismissal therein, where applicable. 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.

Q34a. At TSILL, discipline will be 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 DCSD 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 DCSD 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 School will also use School-wide Positive Behavioral Interventions and Supports (SWPBIS), which aligns to and reinforces the School's Community Meetings and Advisory initiatives. Teachers and staff will be trained in SWPBIS, which emphasizes a school-wide system of supports that includes strategies for defining, teaching, modeling and supporting appropriate student behaviors to create a safe and positive school environment. SWPBIS 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. SWPBIS 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 and Student Handbook is included in Tab 27.

Q34b. 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. TSILL 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 execute measures to assure that the student has continued access to the general curriculum and educational opportunities.

TSILL's Exceptional Education staff members will 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 Exceptional Education staff members 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.

TSILL'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 Principal to review the matter and to reconsider the decision. In the event that the parent/guardian wishes to appeal the Principal'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 Governing Board. The Governing 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 Principal'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.

Our Student Handbook will detail the procedures for filing an appeal with the School as well as the School's procedures for responding to an appeal filed with them. This policy will be in writing and shall be disseminated to all TSILL 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 TSILL, the Principal, Assistant Principal and other designated personnel 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.

Q34c. TSILL will require a school uniform. The dress code policy is included in Tab 27.

Q35. The overall goal for the organization and management of staff is to provide employees with a work climate that nurtures, values, and acknowledges success. TSILL's staffing plan will ensure that the school has sufficient administrators, teachers, and staff with the right skills and experience to ensure successful teaching and learning. Spence will emphasize 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 Spence Institute of Leadership and Learning will be comprised of four leadership departments. The purpose of this organizational model is to allow each department to better understand their function and role as we strive to become a high performance organization. A graphic model of our leadership departments is included within the faculty handbook which is presented in Tab 29.

The major components of the School's staffing plan will be: (1) a listing of all the positions required for operating the School along with job descriptions—essential duties, certifications, and knowledge, skills and competencies required; (2) an outline of the professional development plan for all staff detailing training needs and timeline to ensure the necessary skills for each staff member; (3) a description of the staff recruitment and hiring plan; and (4) new employee induction/orientation including forms, policies and procedures, and expectations. The School climate will emphasize the development of strategic plans and setting goals for all staff in collaboration with the Executive Leadership Department that offers opportunities for regular and frequent two-way dialogue. The Principal and Assistant Principal will evaluate the staff using GADOE's Teacher Keys Effectiveness System (TKES). A copy of our faculty and staff handbook is presented in Tab 29.

Q36. One of TSILL's High Performance Organizational goals is "Employee Quality. *Hire and retain high performance employees who contribute to the effectiveness of the organization*." We intend to set the initial targets for this goal by evaluating a teacher's resume, professional certificates and college transcripts to ensure that they are highly qualified as defined by the Georgia Professional Standards Commission (GAPSC). GAPSC certification will be required of all certified staff. All administrators will be certified by

the GAPSC and hold appropriate leadership certification. The Special Education Specialist and Counselor will hold applicable certifications. 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.

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. TSILL 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 HR personnel. 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 TSILL We will make every effort to seek teachers who have additional endorsements in Reading, Math, Gifted and/or Science.

Recruitment and Hiring Practices & Procedures. We will recruit for open positions by holding job fairs, posting positions on Teach Georgia, Georgia Charter Schools Association websites and postings in the local newspaper. The Spence Institute will also send job announcements to local colleges and universities. In addition, we will participate in regional college recruitment fairs as well as post positions on the school's website. TSILL will place job postings nationally as well as locally, attracting an array of candidates from a diverse selection of locales and experiences to make the competition for all available positions rigorous. TSILL will 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.

As an autonomous school, the Principal will oversee all hires (instructional and non-instructional) using a rigorous recruitment and selection process that ensures staff members are the best fit for TSILL specifically and the communities it will serve. Our procedures will be as follows:

Step 1: *Application*
The application will be a standard form that gathers basic information about a candidate including formal name, address, job history, and education. The application will include a list of elements of high performing schools, which the candidate will be asked to rank according to their own beliefs, providing insight into the applicant's practice and philosophy.

Cover Letter
All applicants will be required to submit a cover letter tailored to TSILL and the position applied for in order to evaluate the candidate's ability to communicate well in writing and expound on how their experience and skills align with the needs of TSILL.

Resume
Resumes will be vetted for experience and skills that align with the needs of TSILL and the position applied for.

Step 2
Writing Sample
All applicants invited to participate in Step 2 will be asked to write to a prompt that asks for specific information about the candidate's interest in TSILL and the approach of the school and/or related topics.

This writing sample will provide additional information on the candidate's communication skills and alignment with the TSILL philosophy and approach.

Interview/Phone Interview
Candidates will be asked to respond to a number of questions that provide greater insight on the candidate's experience and philosophy. The interview also enables the principal to evaluate the candidate's oral communication skills.

Step 3
Panel Interview
Candidates invited to participate in Step 3 will receive by email an interview date and time. The panel will consist of the Principal, Assistant Principal, TSILL teachers and parents.

Step 4
Reference check
The initial application (Step 1) requires that candidates to submit a list of four references who will be contacted once the candidate has received an acceptable rating on each of the preceding steps. The purpose of the reference check conversations will be to 1) verify information that has been submitted by the candidate 2) to affirm conclusions made about the candidate during the interview process 3) to discover from an independent party what they believe are the candidate's strengths and areas of growth 4) to allow for opportunities to share information about the candidate that has not yet been discovered that is of relevance to the position that s/he is applying for.

Candidates who successfully complete this process will be required to successfully pass a background check before a formal offer of employment is made.

Compensation. TSILL will determine the compensation and benefits package for each employee based on experience and qualifications. The School's salary schedule included in Tab 31 will be used to determine salary. Given the fluctuation in public funding, TSILL reserves the right to revise the compensation structure in the future.

Q36b. Job descriptions are included in Tab 30.

Q36c. TSILL will not utilize the state salary schedule. We will employ DeKalb County School District's salary schedule and therefore it is included in Tab 31.

Q36d. TSILL will maintain a roster of substitute teachers who possess at a minimum two years of college coursework or associates' degree and has passed a background check to work at the School. Substitute teachers will be utilized for all regular education classrooms at a rate of $100 per day.

Q36e. A salary schedule for all certified employees is included in Tab 31.

Q36f. This question is not applicable as TSILL is not a conversion charter school.

Q37. Due to the unique focus of the school's curriculum, which targets service learning, project-based learning and STEM instruction as an active, participatory skillset in addition to the proposed safety net programs and initiatives for at-risk students, TSILL will require that all teachers are certified and highly qualified.

Q38. 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. New hires/employees will assume the cost of fingerprinting.

Q39. The Spence Institute of Leadership and Learning will utilize the Teacher Keys Effectiveness System (TKES) to evaluate all certified teachers and the Leader Keys Effectiveness System (LKES) for administrators. All evaluating personnel will be trained and credentialed. All non-instructional staff members will be evaluated through the use of an in-house created evaluation system, Collaborative Metrics Appraisal (CMA). This system is presented in Tab 10.

Q40. The Spence Institute of Leadership and Learning will elect to participate in the State Health Benefit Plan as provided by the O.C.G.A.§20-2-880 and O.C.G.A.§20-2-910.

X. Other Information

Q41. The Spence Institute of Leadership and Learning intends to provide transportation to eligible students that complies with applicable law. Pending our charter approval, the school will begin the RFP process for a vendor to provide transportation to and from school as well as for learning experiences and cultural activities. We will utilize the district's approved and vetted vendors list, available online, in securing a reputable transportation provider.

The school will provide Marta bus passes to K-8 families who require transportation assistance beyond established bus routes. Additional Marta passes will be provided to parents accompanying students in grades K-5. TSILL also plans to contract with DCSD as a third-party vendor to provide yellow bus service for extracurricular and off-campus activities to ensure all students can participate. We will also refer to DCSD's vetted transportation providers list to obtain additional options for providers. The selected transportation provider will collaborate with the school's principal and parent community to establish satellite pick-up sites. TSILL engaged in a preliminary conversation with Samson Trailways in an effort to obtain an average cost of services. Line item 95 in the budget denotes this estimated cost.

Q42. The Spence Institute will participate in the federal school meals program providing services to all students in attendance. By participating in the Federal School Nutrition Program, we will adhere to the rules and regulations outlined in procedures of the Food and Nutrition Service of the USDA.

Q42a-b. The school will submit an application to the GADOE and will be responsible for accurately reporting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutritional standards. We will search for a food service provider that has the capabilities to prepare food onsite or cater food in as we are finding that potential facilities do not all contain fully equipped kitchens and therefore we will plan to obtain the necessary equipment to warm and serve meals.

The anticipated cost for full pay students will be $3.50. We will seek to secure a food service vendor that can provide training for the school's food service personnel that:

- ensures proper food distribution and safe handling during preparation and serving,
- ensures that the food service personnel understand all menu items, serving sizes and utensils,
- will assist in understanding of the menu system and how foods meet government regulations and the NSLP requirements, and
- will implement cleaning practices such as the importance of hand washing, contamination and sanitizing surface.

Q43. The Spence Institute has secured the legal services of:

Kamala W. Sessoms, Esq.
Sessoms & Virguez
2801 Buford Hwy Suite 180
Atlanta, GA 30329

Ms. Sessoms has agreed to serve as the school's legal representative. Ms. Sessoms is licensed to practice in Georgia with substantial experience in criminal, immigration, and various range of civil matters as well as working on behalf of socioeconomically disadvantaged and otherwise underrepresented clients. Ms. Sessoms' resume can be found in Tab 20 Proposed Business Partnerships & Arrangements.

Q43a. Ensuring compliance with the requirements of law with respect to legal issues, Ms. Sessoms will meet with the Governing Board upon request to review legal issues as they arise and to address identified issues that require legal review.

Q43b. Ms. Sessoms has reviewed the DCSD charter petitioner guidelines and the petition document that was submitted on March 17, 2016 as well as the revised petition that was submitted on April 25, 2016.

Q44. The Indemnification and Insurance requirements to be met by The Spence Institute of Leadership and Learning are as follows:

Pursuant to O.C.G.A. §20-2-2065(b)(5), The DeKalb County Board of Education is included as an additional insured. The Spence Institute of Leadership and Learning 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 agrees to defend and indemnify the DeKalb County Board of Education in any action arising in any way from The Spence Institute of Leadership and Learning's activities.

Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school. Evidence of insurance will be submitted by June 30, 2017, prior to the business opening of the school on July 1, 2017. The Spence Institute will secure the following insurance coverage prior to the opening of school including written coverage amounts as follows:

- General Liability
- Errors or Omissions
- Property/Lease Insurance
- Auto Liability
- Worker's Comprehension
- Theft

The Governing Board will also secure Directors and Officers Insurance.

Q45. The petitioner has complied with the appendix guidelines by submitting required and applicable evidence. The Table of Contents outlines the location of each question and the appendices are tabbed and labeled.

Q46. The required submission of the DSCD Letter of Assurances are included as part of this charter petition and can be found in Tab 32.

Q47-49. Questions 47-49 are inapplicable. This petition is presented for a start-up K-8 school.

Tab 1:

Community Support Survey Results

Marketing Brochure

Community Partners

Constant Contact Survey Results

Survey Name: Community Support for Spence
Response Status: Partial & Completed
Filter: None
Mar 06, 2016 10:48:32 PM

1. My child currently attends a DeKalb County school.

	Number of Response(s)	Response Ratio
True	134	89.3%
False	16	10.6%
No Responses	0	0.0%
Total	150	100%

2. How would you rate your child(ren)'s current DeKalb County school(s)?

	Number of Response(s)	Response Ratio
Excellent	15	10.0%
Good	69	46.0%
Fair	44	29.3%
Poor	22	14.6%
No Responses	0	0.0%
Total	150	100%

3. Please briefly describe your rating for Question 2.

150 Response(s)

4. With 5 being the most important, please rate the following academic components in order of importance when choosing a school for your child(ren).

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Most Important	Very Important	Netural	Slightly important	Not important at all
Parent Involvement	69 46%	63 42%	12 8%	2 1%	4 3%
Highly Qualified Teachers	81 54%	58 39%	11 7%	0 0%	0 0%
Curriculum	64 43%	69 46%	17 11%	0 0%	0 0%
Fine Arts (music, art, foreign languages, etc.)	72 48%	47 31%	21 14%	10 7%	0 0%
Instructional Strategies that Reaches Diverse Learners	75 50%	43 29%	25 17%	3 2%	4 3%
Innovative Programs	56 37%	59 39%	24 16%	8 5%	3 2%
Class Size	42 28%	52 35%	38 25%	15 10%	3 2%
Workshops for Parents & Guardians	42 28%	71 47%	31 21%	5 3%	1 1%
Extracurricular Activities	52 35%	58 39%	32 21%	5 3%	3 2%
Individualized Learning Plans & Supports	78 52%	53 35%	12 8%	6 4%	1 1%

2 Comment(s)

5. How would you rate your involvement in your child(ren)'s current school?

	Number of Response(s)	Response Ratio
Excellent	14	9.3%
Good	108	72.0%
Fair	21	14.0%
Poor	7	4.6%
No Responses	0	0.0%
Total	150	100%

6. Please briefly tell us how The Spence Institute of Leadership and Learning could gain and maintain support from parents and guardians.

150 Response(s)

7. Would you consider enrolling your child at The Spence Institute of Leadership and Learning?

	Number of Response(s)	Response Ratio
Yes	146	97.3%
No	4	2.6%
No Responses	0	0.0%
Total	150	100%

5 Comment(s)

8. My child(ren) will be in the following grade(s) at the start of the 2017-2018 school year (check all that apply):

	Number of Response(s)	Response Ratio
Kindergarten (K)	26	17.3%
First Grade (1st)	25	16.6%
Second Grade (2nd)	43	28.6%
Third Grade (3rd)	48	32.0%
Fourth Grade (4th)	25	16.6%
Fifth Grade (5th)	32	21.3%
Total	150	100%
0 Comment(s)		

9. If the results of this survey suggest community support, would you be interested in attending an informational open house in the next two months?

	Number of Response(s)	Response Ratio
Yes	148	98.6%
No	2	1.3%
No Responses	0	0.0%
Total	150	100%

10. Please complete the following contact information.

First Name	149
Last Name	149
Email Address	149

Constant Contact Survey Results

Survey Name: Community Support for Spence
Response Status: Partial & Completed
Filter: None
Mar 06, 2016 10:48:32 PM

3. Please briefly describe your rating for Question 2. - Responses

Answer	Respondent
Low test scores every year	Anonymous
I am concerned that there is not enough learning support for my child.	Anonymous
I'm a home school Mom. However, according to family and friends Dekalb County Schools are good.	Anonymous
Sadly I think we have only stayed because we can not afford transportation to attend another school	Anonymous
Need improvement programs,new ideas teaching	Anonymous
It offers an excellent standards base curriculum.	Anonymous
Dekalb schools provide adequate instructions.	Anonymous
looking for other options	Anonymous
The test scores have been poor for a long time and this concerns me.	Anonymous
My son has been at his current school since kindergarten. He really enjoys the school.	Anonymous
No comment	Anonymous
We are looking for another school	Anonymous
My children do not currently attend a DeKalb County school. I plan to move to closer to my job in DeKalb County and so I am looking for a school for ther	Anonymous
It could be better.	Anonymous
We want a better school.	Anonymous
N/A	Anonymous
I think there are just better schools	Anonymous
I like the school but I want additional support for my oldest son.	Anonymous
We are looking for a school with arts.	Anonymous
I would prefer not to say	Anonymous
He seems to be learning exceptionally well, and he's enjoying his experience so far.	Anonymous
She isn't learning at the rate she needs to be, and the teachers don't seem to be interested in her growth as a student.	Anonymous
I have two kids, and both of them are enjoying their experience at the school. Both kids are involved in their respective school clubs as well.	Anonymous
My son currently attends Panola Way, and although he is doing well. I feel like he could be a tad bit more involved in school clubs and sports, but the sch	Anonymous
My kid always seems to be in trouble ! Problem is he wasn't always like that before he started going to the school, therefore I blame the environment that	Anonymous
we recently moved to Georgia from Chicago and it was really good move for my kids in terms of schooling and providing a safer place for them to learn a	Anonymous
My daughter is doing well at her school, although I would question how good she is retaining the info that she is taught	Anonymous
My kid loves his school ! We attend Indian Creek elementary and he's having a good time and learning plenty.	Anonymous
I feel like my kid isn't as involved with her studies as she needs to be	Anonymous
My kid enjoys his school a lot, he can't wait to go to school in the morning he loves it that much.	Anonymous
I don't really like the school my kid is at, the only we're still there is because its convenient	Anonymous
she enjoys her school and I like the fact that she is learning alot	Anonymous
The school could do a little more as far as doing more for the kids	Anonymous
I like how rapidly my kid is progressing in his studies and how he is eager to learn new things.	Anonymous
I have two kids attending E.L Miller and they both enjoy their teachers and the environment.	Anonymous
The school is terrible, for personal reasons I wont release the name of the school but my kids hate the school and we are desperately looking for a chang	Anonymous
N/A	Anonymous
my kid loves his school, he seems to learning exceptionally well.	Anonymous
my kid doesn't seem as interested in school as he once was, I blame this on the lack on involvement from the teachers.	Anonymous
my kids seem to be learning what they need to, as long as that is the case I have no complaints.	Anonymous
N/A	Anonymous
I don't like the area my daughter is going to school in, I would really like if I could send her to a better area.	Anonymous
my two sons attend Redan Elementary, its not a bad school, I just wish they were a tad bit more in tune with whats going within the school.	Anonymous
My kid loves his new school, he's learning a lot and he's developing relationships with the people around him.	Anonymous
its a good school	Anonymous
good school, bad area	Anonymous
nice school, but it seems as if my kid isn't retaining all the info she is being "taught"	Anonymous

is a great school !	Anonymous
I love that my kid is doing well at his school	Anonymous
not the best, but it gets the job done	Anonymous
its a great school, no problems outta me !	Anonymous
n/a	Anonymous
its not the best option, the teachers could be a lil more attentive	Anonymous
its a pretty decent school, everything seems to be checking out okay	Anonymous
great school ! better teachers.	Anonymous
bad teaching, worse area	Anonymous
good school, my kid seems to be taking a liking to the teaching methods.	Anonymous
my kids really like their new school, therefore I have no complaints	Anonymous
no comment	Anonymous
good school , better teachers !	Anonymous
great learning place	Anonymous
could be better	Anonymous
its a good place for my son to grow	Anonymous
its a good school	Anonymous
good place for my kid to grow	Anonymous
good place to learn	Anonymous
it doesn't really seem like the school cares that much about the kids, that's an issue for me	Anonymous
decent institution to say the least	Anonymous
good place to learn	Anonymous
its literally okay	Anonymous
n/a	Anonymous
its terrible, and that's saying it lightly	Anonymous
pretty good school	Anonymous
its ok	Anonymous
its a good school	Anonymous
its good	Anonymous
its a good school for my kid	Anonymous
n/a	Anonymous
its not the greatest school, but it gets the job done	Anonymous
great school, the teachers are great and my boy is learning alot	Anonymous
its not the best, but until we find something better then that's what we're dealing with	Anonymous
n/a	Anonymous
desperately need a new school for my son !	Anonymous
good school	Anonymous
it would take a lot for me to move my kid to a different school	Anonymous
this school has done a lot of good for me and my kid	Anonymous
its a decent school	Anonymous
a lot of things could change, its not the worse tho	Anonymous
its a terrible place to try and send you kid, really looking for a change of scenery	Anonymous
its a pretty decent store to go.	Anonymous
a lot could be changed	Anonymous
good school	Anonymous
the school could be better as far as how they teach their kids	Anonymous
great school, everything flows pretty well	Anonymous
n/a	Anonymous
its pretty good	Anonymous
n/a	Anonymous
good school	Anonymous
its a good place so far, no problems outta me !	Anonymous
not the best option for my kid	Anonymous
its good	Anonymous
not the best	Anonymous
Good school but I am looking for more	Anonymous
not bad at all	Anonymous

everything from the teachers to the location is definitely on the up and up !	Anonymous
its a good school to attend	Anonymous
No comment	Anonymous
its a pretty awesome place to teach a kid, haven't seen one bad thing yet	Anonymous
I just love the fact that my kid has something good to say everyday after school, shows SOMETHING is going good in there.	Anonymous
its a great place to see your lil one progress at	Anonymous
awesome school !	Anonymous
not enough hands on learning	Anonymous
not enough liberal arts to expand their minds	Anonymous
not good at all, no type of care for the kids at all	Anonymous
The teachers are very knowledgeable about the subjects they are teaching my children.	Anonymous
good, not great.. but good	Anonymous
Overall I am very happy with my child learning, and school environment.	Anonymous
I am extremely happy with the school.	Anonymous
nice program for my kid to grow	Anonymous
I would like for the school to offer more "AP" classes for my child.	Anonymous
The school is lacking in resources.	Anonymous
the teachers could be way better as far as helping the kids remember info	Anonymous
Just an average school.	Anonymous
they pay no attention to detail	Anonymous
I'm happy for the most part with the school my child attends.	Anonymous
straight a's, good teachers.. what more could I ask for ?	Anonymous
I very happy.	Anonymous
Overall the schools in Dekalb are good.	Anonymous
I like the progress my kid is making	Anonymous
The school building needs to be update as well as the textbooks should be more current.	Anonymous
The schools are just ok!	Anonymous
The schools do not have a lot of resources for students and parents.	Anonymous
The school my child attends is better than most.	Anonymous
a lot of good energy	Anonymous
not enough seriousness going on in the school, these kids are our future and should be taught as such	Anonymous
We love charter schools and we are ready to move in that direction.	Anonymous
Its ok but we are looking for better programs for our two daughters who are in eip	Anonymous
great school , I love the methods of teaching that my son is going through	Anonymous
Terrible scores year after year.	Anonymous
no energy or effort being shown by the teachers	Anonymous
I am happy with DeKalb County schools but I want to know more about charter schools	Anonymous
no complaints, good establishment	Anonymous
I love my children's school, but I have been following your school's journey and it really intetests me!!!	Anonymous
everything about the school shows me that they really care about what the kids are doing	Anonymous
best school in the best county, cant beat it !	Anonymous
amazing place of learning	Anonymous
good place to see a kid go to school	Anonymous
Fairington is a good school. Unfortunately the change in leadership has caused the school to perform badly for years.	Anonymous
Fair	Anonymous
pretty good school	Anonymous

4. With 5 being the most important, please rate the following academic components in order of importance when choosing a school for your child(ren). - Comments

Answer	Respondent
The	Anonymous
I feel like all of these are needed to have a quality school	Anonymous

6. Please briefly tell us how The Spence Institute of Leadership and Learning could gain and maintain support from parents and guardians. - Responses

Answer	Respondent
Supportive teachers and staff	Anonymous
More parent input into how programs are setup for students.	Anonymous
I think through innovative teaching concepts, challenging academia, great social environment and a strong partnership with parents and the community	Anonymous
Do the right things that helps the school be successful	Anonymous
Always have an open communication between the Teacher & students what programs are available	Anonymous

Through active parent involvement. Providing a safe, well rounded educational program.	Anonymous
Spence could gain support from parents by keeping us informed, encouraging parent involvement, and providing academic excellence.	Anonymous
Provide opportunities to get involved beyond afterschool hours.	Anonymous
I believe it is important to maintain good communication with parents and the community.	Anonymous
Involve parents to the extent that you can in making important decisions of the school	Anonymous
Parent meetings to discuss how the school is performing and how the community can be more involved.	Anonymous
Open communication	Anonymous
Be open and honest with how you plan to make the school great	Anonymous
Stay involved in the community	Anonymous
Open communication with parents and the community	Anonymous
Have programs that attract a range of parents	Anonymous
Involve parents in many of the programs for at the school. Train them if the programs require it.	Anonymous
Saturday events that families can be involved with.	Anonymous
Make families feel apart of the school.	Anonymous
Having opportunities for parents to get to know other parents will help us all to work together	Anonymous
I would advise you guys to have more community related events to grow a relationship with the people in the area.	Anonymous
In order for Spence to grow I would advise them have highly qualified teachers in the classroom who ACTUALLY care about their kids !	Anonymous
Although I am comfortable at the school I am at now, if my kids were to join The Spence Institute I would want them to be deeply involved in their school;	Anonymous
You guys could gain a lot of support from people if you provide a chance for the kids to grow not only inside the classroom but outside of it as well.	Anonymous
Provide a safe place for your students, don't lead them to believe your school is the best option, only to lead them into a worse situation.	Anonymous
At the end of the day I just want my kids to be safe and be given the chance to be apart of something to productive. If spence could provide that for my k	Anonymous
If spence is to gain support from parents I would improvise ways to teach kids so that they can better retain the information that is taught to them.	Anonymous
Proving a fun and educational experience for the kids !	Anonymous
Get the kids involved ! Make them feel important, like their more than just a student.	Anonymous
Make it worth their while, meaning don't just treat them as a student.. develop long lasting relationships and make them feel like their important.	Anonymous
Make the children actually want to be there.	Anonymous
Make the learning experience something special, that's how you get the support you need	Anonymous
Get the kids involved in the community, make them feel like their important !	Anonymous
Make the learning fun and attention grabbing for the kids	Anonymous
Let the parents know that their kids are in good hands and that they are able thrive in the new school	Anonymous
Don't fake the care for the kids, the school I have my kids at now could care less about their growth, and no.. this isn't me speaking out of anger. So if yo	Anonymous
get a good sports program going for the kids	Anonymous
provide a good learning experience.	Anonymous
You guys would get so much support if you were able get in tune with the kids and parents needs and let them know you're there for them every step of t	Anonymous
letting us know that our kids will be in good hands and you guys are looking out for their best interests	Anonymous
provide the kids with a proper place to grow	Anonymous
Wherever you guys place the school PLEASE make sure its in a good area, that would get my support for sure	Anonymous
have more community oriented events to bring the surrounding area closer together.	Anonymous
make the atmosphere friendly and welcoming !	Anonymous
a good teaching plan is always important	Anonymous
provide a great learning experience	Anonymous
make the learning fun for the kids, in turn that would garner my support	Anonymous
give the kids a chance to grow	Anonymous
have a good teacher / student relationship	Anonymous
get in tune with the parents needs and expectations for their kids	Anonymous
better hands-on learning for the kids	Anonymous
create a pleasant learning environment	Anonymous
get the teachers more involved with the students	Anonymous
make a way for the kids to grow outside of the classroom	Anonymous
make the children actually want to come to school and learn, that'll get my support !	Anonymous
bring everyone together, that's how you get our support	Anonymous
let the parents know that your care in the kids growth is geniune	Anonymous
provide an top notch learning environment	Anonymous
innovative learning place	Anonymous
get more community support	Anonymous
get the parent involved	Anonymous
make the kids wanna be there everyday	Anonymous

provide a top quality learning place	Anonymous
let the parents know you want to make a difference	Anonymous
have qualified teachers ready to affect the kids in a positive way	Anonymous
I would say try and get a good set of teachers that the parents are comfortable with	Anonymous
as parents we need to know that the school we send our kids to actually care about their learning and well being	Anonymous
make them actually wanna learn something new everyday	Anonymous
good learning place can garner support	Anonymous
get everyone involved	Anonymous
innovative learning place can get support	Anonymous
community events	Anonymous
strong teaching system	Anonymous
affect the kids in and out the classroom	Anonymous
more community events	Anonymous
group events	Anonymous
good teachers	Anonymous
having good teachers	Anonymous
let the know you care	Anonymous
create a positive learning environment	Anonymous
more group oriented events to bring the community together.	Anonymous
great teachers	Anonymous
create a positive learning place	Anonymous
having personnel capable of taking care of the students	Anonymous
make it known that the kids are the priority from day one	Anonymous
let the kids know you really wanna do something good for their future	Anonymous
by making sure all of our needs for an ideal school are met	Anonymous
by taking the time to watch the kids grow	Anonymous
having good teachers and people who care	Anonymous
innovative learning programs	Anonymous
having a great cast of people who can get the job done	Anonymous
good teachers	Anonymous
having a good fine arts program	Anonymous
innovative learning	Anonymous
good instructional strategies	Anonymous
by taking the time to see the kids grow	Anonymous
having a good feel for kids and their molding process	Anonymous
having a great group of people working with our kids	Anonymous
good teachers	Anonymous
having great teachers	Anonymous
having great teachers	Anonymous
better teachers & stores	Anonymous
Ensure that parents have a voice	Anonymous
good teachers	Anonymous
good leadership = support	Anonymous
having a good leadership program	Anonymous
My work schedule does not allow me to stay involved like I would want to. So I hope that Spence Institute can find ways to make it easier for working pare	Anonymous
by creating a positive environment for the students	Anonymous
create a positive learning environment	Anonymous
having a cohesive group of people willing to make a difference in our kids life	Anonymous
having a good idea	Anonymous
create a place where our children can thrive creatively and academically	Anonymous
show us that you care about our kids !	Anonymous
hands-on learning	Anonymous
The Spence Institute could gain support from parents by communicating the expectations, and opportunities that will meet the needs of the students and	Anonymous
by providing help for the kids every step of the way.	Anonymous
Having a clear dialog and stating what the expectations and objectives for the school and students would help Spence gain support.	Anonymous
Discuss the importance of parent involvement in education.	Anonymous
having good teachers	Anonymous

	Have a curriculum that meets the needs of diverse learners.	Anonymous
	If there was a way that Spence could give suggestions that I could use to help my children with their homework (homework line).	Anonymous
	innovative learning	Anonymous
	Spence could involve parents in school improvement and decision making.	Anonymous
	make the school a cornerstone for the community	Anonymous
	Spence could gain support from parents by providing something that other schools don't have.	Anonymous
	making sure that the kids succeed no matter what	Anonymous
	Communication is the key to an effective school, partnership with parents, and community involvement is how Spence could gain support from parents.	Anonymous
	Spence could gain support from parents by involving them in the decision making process.	Anonymous
	community related events	Anonymous
	Spence could gain support from parents by expressing that they will be using the most current up to date textbooks, and that the building will be in great s	Anonymous
	Spence could gain support from parents by providing a school that is different and by also communicating to parents the expectations for students and p	Anonymous
	Spence could gain support from parents by marketing the various resources that are available.	Anonymous
	Spence could gain the support from parents by connecting to parents before the children reach school age.	Anonymous
	you could get a lot of support if you show the parents that the kids are the future	Anonymous
	by provide a great instructional learning environment for the kids	Anonymous
	Just be great and parents will support the school	Anonymous
	Cant think of anything	Anonymous
	having faith in the kids growth	Anonymous
	No comment	Anonymous
	by implanting new ways to teach the students	Anonymous
	Design programs where teachers and parents work together to make student learning better	Anonymous
	mutual understanding that the students must thrive at this new school	Anonymous
	I want to be more involved in my children's educational success. Programs where I can work closely with the teachers would be great.	Anonymous
	having experienced and caring professionals around would definitely get my support in the school	Anonymous
	by showing a keen interest in our kids	Anonymous
	good teachers	Anonymous
	innovative learning	Anonymous
	I work two jobs but I am looking to ease up to make more time for my children	Anonymous
	More workshops that helps parents to more involved	Anonymous
	great learning by even better teachers	Anonymous
7. Would you consider enrolling your child at The Spence Institute of Leadership and Learning? - Comments		
	Answer	**Respondent**
	Although my son enjoys his current school, I would like for him to have more opportunites like those that will be offered at the Spence Institute.	Anonymous
	I love the fine arts that you are offering. I dont know of schools offering public speaking. This is wonderful!	Anonymous
	Only if they make my kid feel like priority	Anonymous
	Spence appears to have a variety of programs that may meet the needs of my students.	Anonymous
	I hope that you guys offer transportation!	Anonymous
8. My child(ren) will be in the following grade(s) at the start of the 2017-2018 school year (check all that apply): - Comments		
	Answer	**Respondent**
	[No Responses]	
10. Please complete the following contact information. - Responses		
First Name:	Lee	
Last Name:	Rogers	
Email Address:	lgrogers@yahoo.com	
First Name:	Lerita	
Last Name:	Adams	
Email Address:	leritaadams@yahoo.com	
First Name:	Ramona	
Last Name:	Ryan	
Email Address:	robert_ryan31@bellsouth.net	
First Name:	Shirley	
Last Name:	Green	
Email Address:	sgreen1917@yahoo.com	

First Name:	[redacted]
[redacted]	[redacted]
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Last Name: [redacted]	[redacted]
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Email Address	[redacted]
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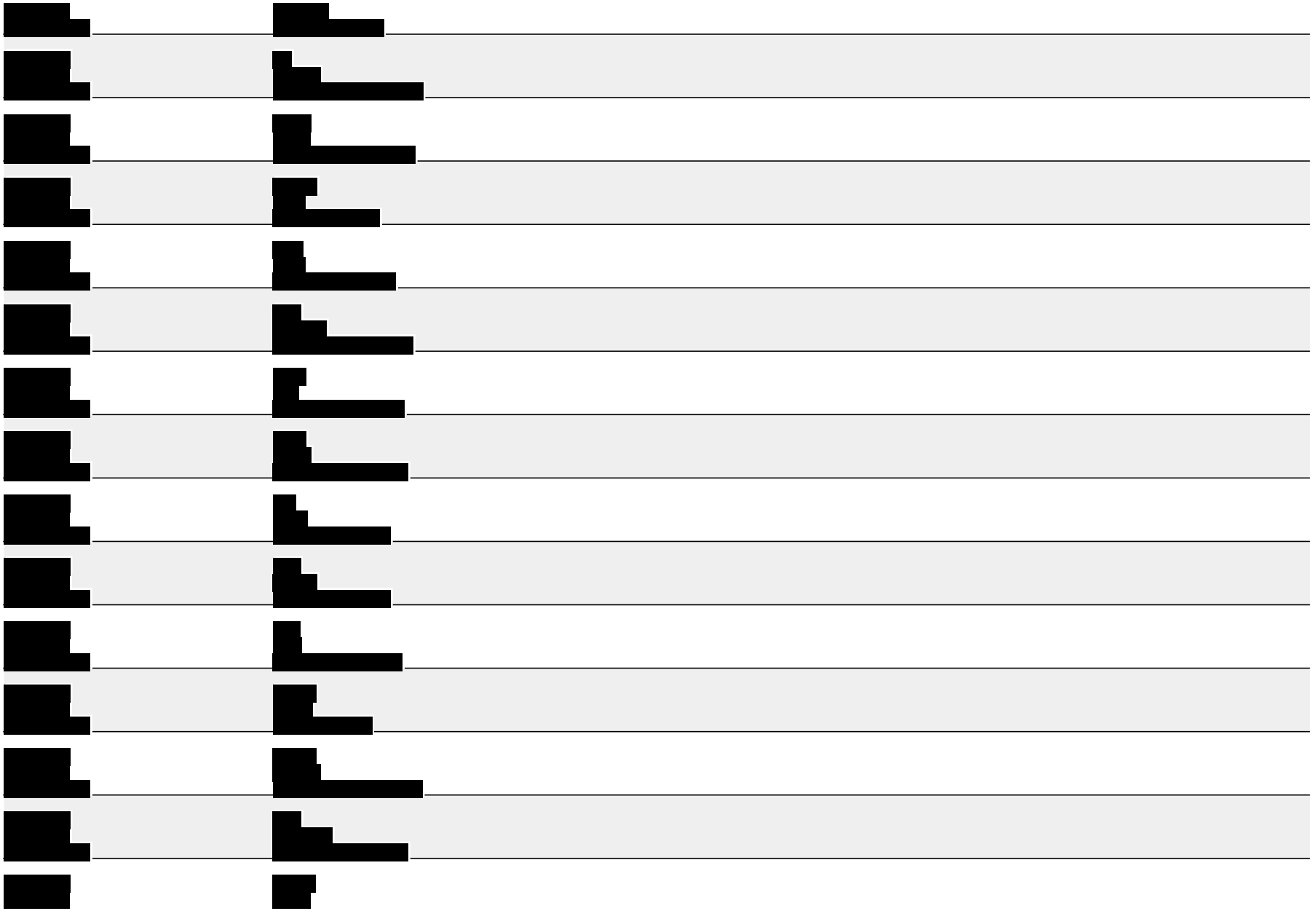
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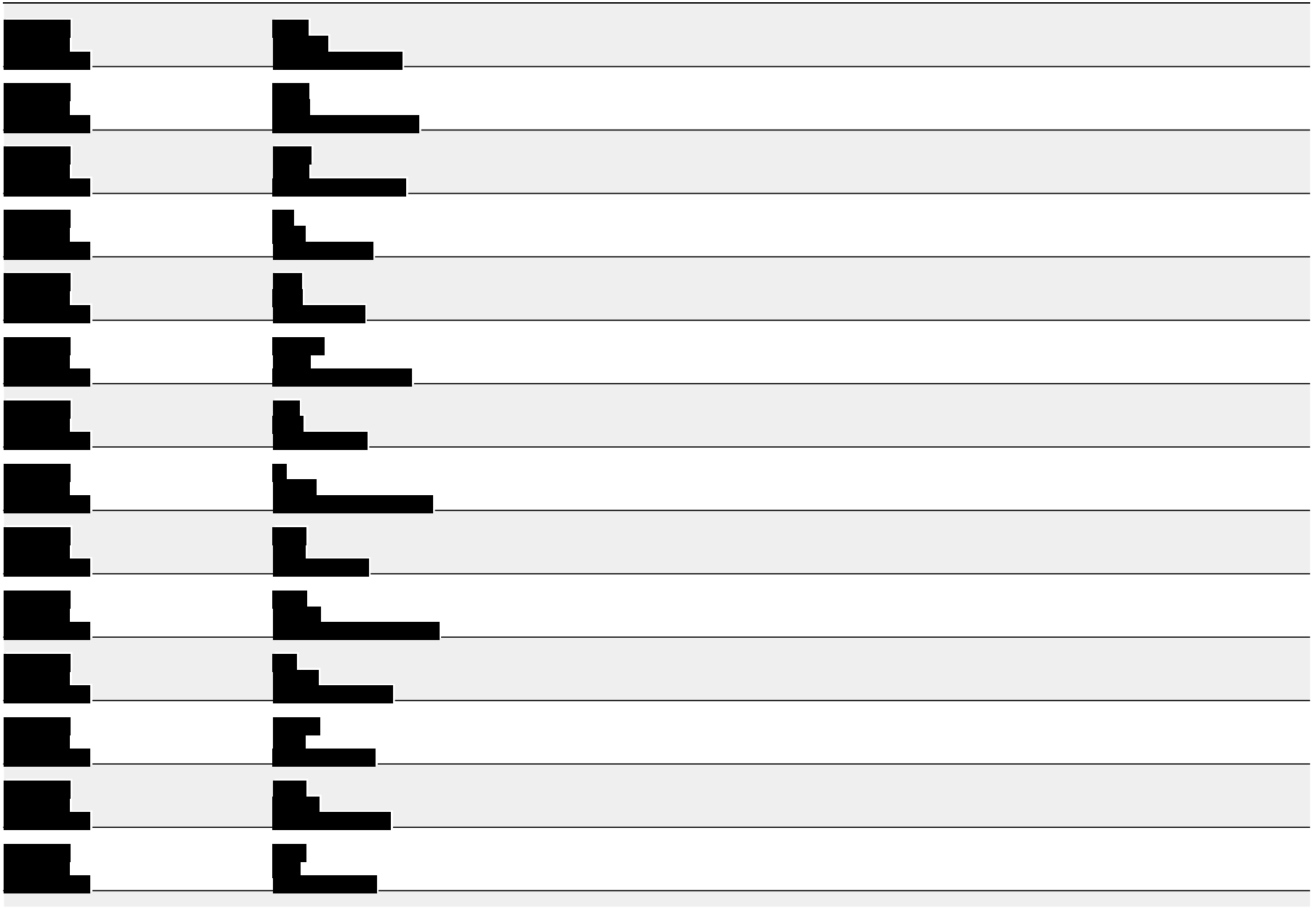
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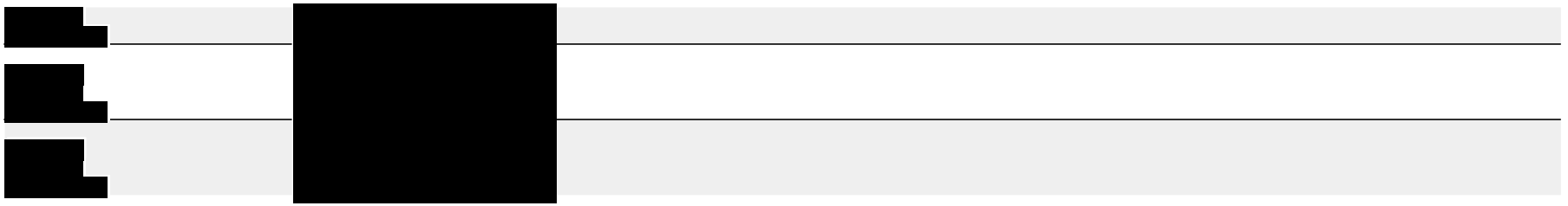
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First Name:	[redacted]
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Need an example of what service-learning looks like? Take a look at these grade level possibilities! *

Kindergarten- Start a Pet Lover's Club (Math)
Learning Standard: MGSEK.MD.3- Classify, count and sort objects into given categories.
Advocacy Service Project Description: Kindergarten students will culminate their lessons on measurement and data by graphing the number of kindergarten students who have pets followed by graphing the types of pets they have. Students can design brochures to promote pet adoption or invite a member of the local humane society to speak at the school's PTA meeting.

First Grade- Community Development (Science)
Learning Standard: S1L1 Students will investigate the characteristics and basic needs of plants
Indirect Service Project Description: Students can apply their new knowledge of planting potted plants and vegetation in the school's community garden. As a culminating activity, students can donate their potted plants to local nursing homes and vegetables to a neighborhood community kitchen.

Second Grade- Sponsor a Food Drive (Writing)
Learning Standard: ELAGSE2W2- Write informational/explanatory text in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
Direct Service Project Description: Second graders will take Spence to the next level by sponsoring a food drive! Students will choose a local food bank/shelter and provide needed items. By writing letters and creating flyers, students will pass along the word to others to donate to this wonderful service project.

Third Grade- Stand Up for Your Rights (Social Studies)
Learning Standard: SS3H3- The student will discuss the lives of Americans who expanded people's rights and freedoms.
Research Service Project Description: Third graders can connect their knowledge of Fredrick Douglass, Susan B. Anthony, Eleanor Roosevelt, Thurgood Marshall, Lyndon Johnson and César Chávez by surveying the school community to find out how they feel about a rights issue that interest them. Students can then present their results to an interested group or public official that works in direct support of the rights issue.

Fourth Grade- Fighting Crime Among Students (Public Speaking)
Learning Standard: ELAGSE4SL4- Report on a topic in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Indirect Service Project Description: By organizing an assembly of our Intermediate Institute students (grades 4-8), fourth grade students can present their speeches on crime prevention and the destruction of joining crime-related gangs. Invited guest such as police officers, local government officials, and business owners can add to this presentation by suggesting alternative activities and community involvement.

Fifth Grade- Support Fire Prevention (Math)
Learning Standard: MGSE5.NBT.5- Fluently multiply multi-digit whole numbers up to 3 digit by 2 digit factors.
Indirect Service Project Description: Using number sense and computation, fifth grade students can fundraise to purchase smoke detectors for 100 hundred area families. A grade level field trip to an area grocery store or shopping center will allow students to give out the smoke detectors and provide citizens with tips on how to prevent house fires.

Sixth Grade – Supporting the Needs of the Homeless (Public Speaking)
Learning Standard: ELAGSE6SL1- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.
Direct Service Project Description: Partnering with a local Salvation Army, students can volunteer to make and deliver "I Care" kits that contain basic grooming items. In an effort to elicit donations, students can present at town hall meetings and/or create a public service announcement to be broadcasted by radio and television stations.

Seventh Grade- Promoting a Healthy Lifestyle (Science)
Learning Standard: S7L2- Students will describe the structure and function of cells, tissues, organs and organ systems.
Indirect Service Project Description: Seventh graders will pave the way to healthy eating and living! Students can educate others on how nutrients, reduced stress and exercise can improve body function. Whether establishing a nutrition club or exercise club, delivering healthy snacks to seniors, or organizing yoga sessions for teachers, the road to health living is endless!

Eighth Grade- Georgia on My Mind (Social Studies)
Learning Standard: SS8E3-The student will evaluate the economic growth and development in Georgia.
Research Service Project Description: After a research study of selected Georgia businesses and their impact on educating Georgia students, eighth graders can encourage others to patron these businesses and services by asking local tourist sites to distribute their self-made brochures and flyers.

** The abovementioned service projects were adapted from "The Kid's Guide to Service Projects" by Barbara A. Lewis (2009).*





What is service-learning and who benefits from it?

"Service-learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs."

National Youth Leadership Council

www.nylc.com

Students

Spence students participating in service learning can benefit academically, professionally, socially and personally. These are a few of the ways:

- Increase your understanding of the learning
- Gain hands-on experience
- Explore or cement your values and benefits
- Have opportunities to act on your values and beliefs
- Develop critical thinking and problem-solving skills
- Grow your understanding of diverse cultures and communities
- Learn more about community and social issues and concerns
- Develop or enhance your skills, especially in the areas of communication, collaboration, and leadership
- Test out your skills, interests, and values in a potential career path or learn more about a field that interests you
- Connect with professionals and community members who you will learn from
- Satisfy your urge toward public service and civic participation

Teachers

The academic instructors at Spence can benefit personally and professionally from integrating service-learning into their academic plans. Teaching through service-learning, Spence instructors can:

- Encourage interactive teaching methods and reciprocal learning between students and faculty
- Add new insights and dimension to classroom discussions
- Open opportunities to research, publish and present locally and nationally
- Enhance students' public speaking skills
- Motivate and engage students with hands-on experience
- Provide networking opportunities with community partners
- Provide opportunities for students to be more involved in community issues



"PASSIONATELY PURSUING TO CREATE GENERATIONS OF GLOBALIZED CITIZENS."

- Broaden your instructional toolbox
- Increase opportunities to expand performance standards outside of the classroom

Community Partners

Community partners participating in service-learning can benefit in these ways:

- Gain additional human resources needed to achieve organizational goals
- Inject new energy, enthusiasm, perspectives into the organization's work
- Increase public awareness of key issues
- Reach out to youth- an important part of any organization's future support
- Educate students/youth about community issues; correct misconceptions
- Help prepare today's students to be tomorrow's civic leaders
- Network with colleagues in other organizations and agencies
-

What types of service will my child provide?

The service- learning projects that our teachers and students collaborate on should result in meaningful outcomes that are valued by those being served and those performing the service. The type of service that our students carry out will depend on the time and resources that are available, our depth of involvement with community partners, and our students frequent exposure to service work. Service projects can be designed around any service unit or lesson using the following formats:

Direct Service- Students work directly for or with people who benefit from the service.

Indirect Service- Students provide service that benefits the environment or community as a whole.

Advocacy- Students inform the community about a need to solve a problem and ways they can make difference.

Research- Students gather and report on information that benefits the community or public interest.



Contact us!

[redacted] [redacted]

Curriculum Associates

April 21, 2015

Tomiko Thompson, Ed.S
The Spence Institute of Leadership and Learning
[redacted]

Dear Ms. Thompson,

Curriculum Associates is happy to offer support to the Spence Institute of Leadership and Learning charter petition. For over 45 years Curriculum Associates has worked to make classrooms a better place for teachers and students. Our goals align with the Spence Institutes' interest in creating an environment and offering resources that will help prepare students for the challenges of college and career readiness leading to their competitiveness in a global economy.

Curriculum Associates, LLC is a privately owned, socially responsible, rapidly growing educational publishing company headquartered in Massachusetts, with satellite offices in Iowa, Florida, and Arizona and local sales representation across the nation. We publish reading, language arts, and mathematics assessments; state standards preparation programs; early childhood and Special Education assessments; and supplemental instruction for students in grades preK–12. We also provide targeted, classroom-proven professional development regarding the implementation of each of our products.

In designing and developing *i-Ready®,* and *Ready Common Core* ® we have followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development and instruction. Our efforts have been led by expert advisors, including renowned authorities in psychometrics, reading, math, Special Education, English language learner education, and teacher preparation.

We look forward to the opportunity to partner with the Spence Institute of Learning and Leadership if their petition is granted. Taking the journey together to partner in creating engaging and innovative classrooms where all students thrive and learn is a mutual goal.

Best Regards,

Vince Starner, Regional Vice President

Curriculum Associates

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January 4, 2016

Dear Charter School Officials:

I am writing this letter to support the charter petition for The Spence Institute of Leadership and Learning. I believe Spence will greatly benefit the students and families of DeKalb County.

I have known and worked closely with the petitioner, Tomiko Thompson, for 15 years and I can attest to her passionate fight to support the development of teachers, and therefore I feel confident expressing my full support for this audacious endeavor.

I have been the Vice President of Schoolwide, Inc. for 20 years. Our mission at Schoolwide, Inc. has been supported by Mrs. Thompson through collaborative efforts to support professional development and training for teachers and differentiated support for students. Therefore, it comes as no surprise that the core of The Spence Institute's charter petition would be focused upon enhancing teachers in order to positively impact students.

We look forward to future collective projects with The Spence Institute of Leadership and Learning.

Sincerely,

Russ Cohen

Russ Cohen,
Vice President
Schoolwide, Inc.

Tab 2: The Spence Institute's Programs and Initiatives Rollout Plan

The Spence Institute's Programs & Initiatives Pilot and Rollout Plan

Introduction

This document covers the pilot and rollout plan of programs and initiatives for The Spence Institute of Leadership and Learning. The pilot and rollout plan will cover grades K-8 and four leadership departments over the first charter term (five years).

Roles & Responsibilities

The following individuals will be involved with the rollout plan.

PILOT & ROLLOUT LEADS- EXECUTIVE LEADERSHIP DEPARTMENT MEMBERS

Name	Title	Role & Responsibilities
Principal	Senior Manager	Oversee plans, provide head support/counsel
Chief Financial Officer	Finance	Ensure appropriate funding and allocation
Assistant Principal	Programming	Manage implementation of programs & initiatives
Business Manager	Human Resources	Support the process for increasing capacity

TEAM MEMBERS

Name	Leadership Dept.	Role & Responsibilities
Classroom & Special Area Teachers	Instructional	Facilitate effective teaching and learning
Special Populations Staff	Transformational	Provide differentiated and individualized instructional support
Non-Instructional Staff	Organizational	Implement structures and processes that supports and improves the organization

Schedules

This is a general overview of the pilot and rollout schedules.

PILOT

Task	Lead	Participants	Start Date	End Date
Accessible Digital Academic Supports (YR1 QTR 2-4)	Principal	Parents	Oct 2017	May 2018
Youth Advisory Council (YR 1 QTR 3-4)	Principal, Asst. Principal	Students	Jan 2018	May 2018
Curriculum Compacting (YR1 QTR 3-4)	Asst. Principal,	Designated/Volunteered Grade Level Team	Jan 2018	May 2018

The Spence Institute's Programs & Initiatives

Pilot and Rollout Plan

Standards-Based Portfolios (YR 1 QTR 1)	Asst. Principal	Designated/Volunteered Fourth Classroom	Aug 2017	Oct 2017

ROLLOUT

Task	Lead	Dept./Participants	Start Date	End Date
Morning & Afternoon Study Halls (YR1)	Principal	Instructional	Jul 2017	Aug 2017
i-Ready & Ready Diagnostic & Instruction Program (YR 1)	Susan Cherry, Curriculum Assoc.	Instructional Transformational, Asst. Principal, & Principal	Jul 2017	Aug 2017
Community & Advisory Meetings (YR 1)	Principal, Asst. Principal	Instructional	Jul 2017	Sept 2017
TKES and TLAC Crosswalk (YR 1)	Principal	Instructional & Transformational	Jul 2017	Sept 2017
The HPO Framework (YR 1)	Principal	All Departments	Jul 2017	Oct 2017
STEM Task Force	Principal & Teacher Leaders	Math & Science Instructors, Parents, Business Officials	January 2018	February 2018
Project-Based & Service Learning (YR 1)	Principal, Asst. Principal	All Departments	Jul 2017	May 2018
Spence University (YR 1)	Principal & Asst. Principal	All Departments	Jul 2017	Jul 2017
Standards-Based Portfolios (YR 1)	Teacher Rep	Fourth Grade Team	Oct 2017	May 2018
Parent University (YR 1)	Principal, Asst. Principal	Parents, All Departments	Nov 2017	Nov 2017
Curriculum Compacting (YR 2)	Teacher Leaders	Instructional	Jul 2018	Jul 2018
Schoolwide Standards-Based Portfolios (YR 2)	Teacher Reps	Instructional	Jul 2018	Jul 2018
Schoolwide PBIS (YR 2)	Principal, Asst. Principal, Counselor	All Departments	July 2018	Aug 2018
Youth Advisory Council (YR 2)	Asst. Principal, Student Reps	Students & Parents	Aug 2018	Aug 2018

The Spence Institute's Programs & Initiatives

Pilot and Rollout Plan

Accessible Digital Academic Supports (YR 2)	Principal, Parent Reps	Parents	Aug 2018	Aug 2018
Saturday Learning Program (YR 2)	Principal, Asst. Principal	Instructional & Transformational	Oct 2018	Oct 2018
Afterschool Tutorial (YR 2)	Principal, Asst. Principal	Instructional & Transformational	Oct 2018	Oct 2018
Partnership with New Tech Network (YR 4)	New Tech Network	All Departments	Jul 2020	Jul 2020

ONGOING SUPPORTS AND TRAINING

Initiatives	Leads
Thinking Maps	Asst. Principal & Teacher Reps
Teacher and Student Performance Awards	Asst. Principal & Teacher Reps
Four C's of 21st Learning	Asst. Principal & Teacher Reps
Differentiated Instruction That Meets the Needs of Learners	Asst. Principal & Teacher Reps
Blended Learning	Asst. Principal & Teacher Reps
Project-based Learning/ Service-Learning	Asst. Principal & Teacher Reps
STEM	Asst. Principal & Teacher Reps

Deployment Process

Our deployment process details the precursor activities and actions for successful implementation of Spence's programs and initiatives.

DEPLOYMENT PROCESS

Task	Owner	Scheduling
Accessible Digital Academic Supports- Develop and design academic webpages	Principal, Asst. Principal and Teacher Reps	June 2017- Jul 2017
Youth Advisory Council- Prepare signage, flyers & conduct workshops	Principal & Assist Principal	Nov 2017- Dec 2017
Curriculum Compacting- Introduce, prepare and present models	Asst. Principal	Oct 2017- Dec 2017
Standards-Based Portfolio- Elicit fourth grade pilot	Principal & Asst. Principal	July 2017
Morning & Afternoon Study	Principal & Asst. Principal	June 2017

Halls- Create presentation that details structure and purpose		
Community & Advisory Meetings- Create presentation that details the structure and purpose	Principal & Asst. Principal	June 2017
TKES and TLAC Crosswalk- Create crosswalk	Principal	January 2015

Risks

Risk	Mitigation
Youth Advisory Council- YAC members will have to possess strong communication skills and confidently present to a wide range of stakeholders.	Due to a wide spectrum of learning abilities, YAC planning members will have to develop leveled measures in so not to inhibit any student from joining the council.

Supporting Documents & Tools

Document/Tool	Description	Estimated Cost
The Portfolio Book: The Step-by-Step Guide for Teachers (Shores, 2010)	Reference source for standards-based portfolios	$15.81 per teacher or Design Team member
i-Ready & Ready materials and web tools	Implementation components	Year 1- $34,013.60 Year 2- $36,559.52 Year 3- $40,196.00 Year 4- $40,832.48 Year 5-$41,468.96
Teacher Like a Champion (TLAC) (Lemov, 2010)	Reference source for TKES and TLAC Crosswalk	$14.00 per teacher
What Makes a High Performance Organization: Five Factors of Competitive Advantage That Apply Worldwide (de Waal, 2015)	Reference source for TSILL's organizational innovation	$35.00 per staff member
New Tech Network- Echo Platform	Web-based learning management design to support project-based learning	TBD
Service Learning in the Pre-K- 3	Reference source for service	$15 per K-3 teacher

Classroom (Lake, 2010)	learning in K-3 classrooms	
The Complete Guide to Service Learning (Kaye, 2010)	Reference source for service learning in 4-8 classrooms	$28.00 per 4-8 teacher

Results

VALIDATION

- An Excel checklist will be created to gauge the validity and success of each program/initiative.

Tab 3: i-Ready & Ready Reports

Class Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)

Define "On Level": Standard View
Show: Window 1 - 08/01/2012 - 07/31/2013

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class.

Performance by Domain

Number of Students Assessed: 41
Total Number of Students: 41

	Window 1 - 08/01/2012 - 07/31/2013	Student Placement Distribution		
	Average Scale Score	> 1 Level Below	< 1 Level Below	On or Above Level
Overall Reading Level	575	5	12	24
Phonological Awareness	N/A	0	0	41
Phonics	618	4	7	30
High-Frequency Words	N/A	0	0	41
Vocabulary	575	4	13	24
Comprehension: Literature	568	3	18	20
Comprehension: Informational Text	555	10	11	20

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Class Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)

Define "On Level": Standard View
Show: Window 1 - 08/01/2012 - 07/31/2013

Performance by Student

Number of Students Assessed: 41
Total Number of Students: 41

● On or Above Level ● < 1 Level Below ● > 1 Level Below

	Overall Scale Score	Overall Placement	Placement by Domain: Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Zhou, Robert	669	Level 7	Tested Out	Max Score	Tested Out	Level 5	Level 7	Level 7
Yassin, Larry	665	Level 7	Tested Out	Max Score	Tested Out	Level 7	Level 5	Level 6
Zhenchou, Sharron	658	Level 7	Tested Out	Max Score	Tested Out	Level 5	Level 7	Level 7
Yamazaki, John	650	Level 6	Tested Out	Max Score	Tested Out	Level 7	Level 5	Level 7
Chavez, Avis	648	Level 6	Tested Out	Max Score	Tested Out	Level 2	Late 4	Level 2
Diaz, Ahmed	641	Level 6	Tested Out	Max Score	Tested Out	Level 6	Level 3	Level 3
DelRosario, Naomi	637	Level 6	Tested Out	Max Score	Tested Out	Level 5	Level 3	Level 3
Mendoza, Angeline	630	Level 5	Tested Out	Max Score	Tested Out	Level 5	Level 5	Mid 4
Yang, Amie	617	Late 4	Tested Out	Max Score	Tested Out	Mid 4	Level 5	Level 7
Jeong, Brent	616	Late 4	Tested Out	Max Score	Tested Out	Level 6	Mid 4	Late 4
Ishikawa, Lakisha	614	Late 4	Tested Out	Max Score	Tested Out	Level 5	Mid 4	Early 4
Hargreaves, Allan	613	Late 4	Tested Out	Max Score	Tested Out	Mid 4	Late 4	Mid 4
Mitchell, Benny	613	Late 4	Tested Out	Max Score	Tested Out	Late 4	Level 6	Level 7
Mendez, Glen	609	Late 4	Tested Out	Max Score	Tested Out	Mid 4	Late 4	Late 4
Claeys, Gretchen	603	Late 4	Tested Out	Max Score	Tested Out	Late 4	Level 3	Level 3
Byrd, Diedre	601	Mid 4	Tested Out	Max Score	Tested Out	Level 3	Mid 4	Early 4

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Class Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)

Define "On Level": Standard View
Show: Window 1 - 08/01/2012 - 07/31/2013

● On or Above Level ● < 1 Level Below ● > 1 Level Below

	Overall Scale Score	Overall Placement	Placement by Domain: Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Cash, Maggie	596	Mid 4	Tested Out	Max Score	Tested Out	Level 3	Level 3	Late 4
Herrera, Patty	590	Mid 4	Tested Out	Max Score	Tested Out	Late 4	Mid 4	Mid 4
Luppino, Lenore	590	Mid 4	Tested Out	Max Score	Tested Out	Mid 4	Late 4	Mid 4
Campbell, Jorge	586	Mid 4	Tested Out	Max Score	Tested Out	Level 3	Late 4	Mid 4
Castillo, Leola	584	Mid 4	Tested Out	Max Score	Tested Out	Level 3	Mid 4	Mid 4
Hernandez, Heath	581	Mid 4	Tested Out	Max Score	Tested Out	Late 4	Early 4	Late 4
Lollis, Vadim	577	Early 4	Tested Out	Max Score	Tested Out	Early 4	Mid 4	Early 4
Miller, Leigh	564	Early 4	Tested Out	Max Score	Tested Out	Late 4	Mid 4	Early 4
Garner, Sam	551	Level 3	Tested Out	Max Score	Tested Out	Mid 4	Level 3	Level 3
Frasier, Ian	541	Level 3	Tested Out	Max Score	Tested Out	Level 5	Level 3	Level 3
Anderson, Alec	540	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 3
Fussell, Tameka	540	Level 3	Tested Out	Max Score	Tested Out	Late 4	Level 3	Level 3
Davis, Cameron	539	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 3
Alford, Tonia	538	Level 3	Tested Out	Level 3	Tested Out	Level 2	Level 3	Level 3
Altom, Sadie	538	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Chambers, Jerri	537	Level 3	Tested Out	Max Score	Tested Out	Level 2	Level 3	Level 3
Bhatti, Michael	534	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Ackles, Ben	532	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Abood, Tammi	530	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Burt, Blaine	503	Level 3	Tested Out	Level 2	Tested Out	Level 3	Level 2	Level 2

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Class Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)

Define "On Level": Standard View
Show: Window 1 - 08/01/2012 - 07/31/2013

	On or Above Level / < 1 Level Below / > 1 Level Below	Placement by Domain						
	Overall Scale Score	Overall Placement	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Good, Cary	**496**	Level 2	Tested Out	Max Score	Tested Out	Late 4	Level 2	Level 2
Boll, Stefanie	**492**	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 3	Level 2
Bridger, Gordon	**490**	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 3	Level 3
Burris, Yash	**468**	Level 2	Tested Out	Level 2	Tested Out	Level 1	Level 3	Level 2
Gonzalez, Tia	**458**	Level 2	Tested Out	Max Score	Tested Out	Late 4	Level 2	Level 2

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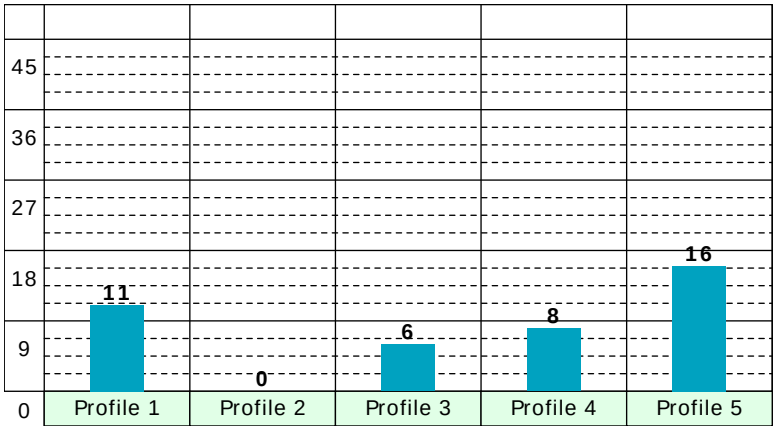
Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Use this report to view your class instructional grouping profiles and priorities.

Profile Overview

41 out of 41 Students Tested in Window 1 (08/01/2012 - 07/31/2013)



Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Abood, Tammi	There are no students in this profile	Byrd, Diedre	Claeys, Gretchen	Hargreaves, Allan
Ackles, Ben		Campbell, Jorge	DelRosario, Naomi	Hernandez, Heath
Alford, Tonia		Cash, Maggie	Diaz, Ahmed	Herrera, Patty
Altom, Sadie		Castillo, Leola	Frasier, Ian	Ishikawa, Lakisha
Anderson, Alec		Chambers, Jerri	Fussell, Tameka	Jeong, Brent
Bhatti, Michael		Chavez, Avis	Garner, Sam	Lollis, Vadim
Boll, Stefanie			Gonzalez, Tia	Luppino, Lenore
Bridger, Gordon			Good, Cary	Mendez, Glen
Burris, Yash				Mendoza, Angeline
Burt, Blaine				Miller, Leigh
Davis, Cameron				Mitchell, Benny
				Yamazaki, John

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
				Yang, Amie
				Yassin, Larry
				Zhenchou, Sharron
				Zhou, Robert

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Window 1 - 08/01/2012 - 07/31/2013

Priorities for Profile 1

Phonics
Students in this profile are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small-group work. Also provide instruction and practice to build automatic word recognition in connected texts. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.
Vocabulary
These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. Thus, another focus for small-group instruction should be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.

Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Profile 1

			Needs Analysis	
	Overall Scale Score	Overall Placement	Phonics	Vocabulary
Abood, Tammi	530	Level 3	Level 3	Level 3
Ackles, Ben	532	Level 3	Level 3	Level 3
Alford, Tonia	538	Level 3	Level 3	Level 2
Altom, Sadie	538	Level 3	Level 3	Level 3
Anderson, Alec	540	Level 3	Level 3	Level 3
Bhatti, Michael	534	Level 3	Level 3	Level 3
Boll, Stefanie *	492	Level 2	Level 2	Level 3
Bridger, Gordon *	490	Level 2	Level 2	Level 3
Burris, Yash *	468	Level 2	Level 2	Level 1
Burt, Blaine *	503	Level 3	Level 2	Level 3
Davis, Cameron	539	Level 3	Level 3	Level 3

* Students Needing Additional Differentiated Instruction

Boll, Stefanie Bridger, Gordon Burris, Yash Burt, Blaine	Results indicate that these students are considerably below level in Phonics. They will need more intensive instruction to develop decoding skills. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Instructional Priorities for Profile 1

PHONICS

Focus on decoding longer words.

- Teach the meaning of common prefixes (*in-, dis-, mis-, non-, pre-, re-, un-*) and common suffixes (*-y, -ly, -ily, -er, -est, -ness, -ful, -less*).
- Teach decoding multisyllabic words with common prefixes and suffixes.
- Teach more complex vowel spellings, including distinguishing vowel pairs (*thief* vs. *science*), difficult vowel + /r/ sounds, and schwa + *l* or schwa + *n* sounds.
- Teach strategies for decoding longer words. Provide both guided and independent practice in applying these strategies.

Provide fluency practice.

- Create a word list of 10 to 12 three- and four-syllable words. Repeat the list five times, placing the words in random order each time. Have students practice reading the words aloud. Be sure to vary the list so students are reading words and not relying on memory.
- Provide opportunities for students to practice reading texts that match their skill level.

Support for English Learners Nonnative speakers may struggle more obviously with Vocabulary, but if some of your English learners are in this profile, decoding is probably also an obstacle. Prioritize explicit Phonics instruction with these students, but don´t neglect oral language development. Support instruction with pictures and review the meaning of any unfamiliar words students are decoding.

VOCABULARY

Use read-alouds.

Using read-alouds is a highly effective approach to increasing students´ vocabulary. Target in advance your words for instruction. Explain each targeted word in context. Use clear and simple language. Reread and discuss the same text on more than one day. Ask questions to prompt discussion about the meanings of these words, as well as about the text as a whole.

Teach high-utility academic language.

Focus on critical-thinking words used across a range of academic contexts.

- Teach multipurpose words that are useful for many academic tasks such as *associate, benefit, dialogue, dilemma, frequent, identify, indicate, method, occur, perspective, principle, require, revise, standard, structure,* and *theory.*
- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions such as "What kinds of things occur on the school bus?" "What dialogue do you hear there?"

Teach meaningful word parts.

Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.

- Teach or review the meanings of these prefixes: *un-, re-, pre-, in-, dis-, mis-, non-.*
- Teach or review the meanings of these suffixes: *-ful, -less, -y, -ly, -ily, -er, -est, -ness.*
- Provide instruction and practice in base words and Greek and Latin root words.

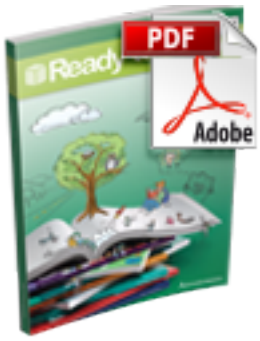
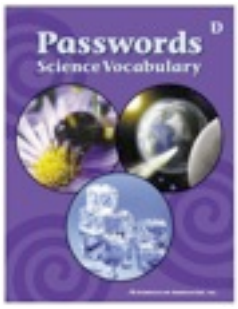
Support for English Learners Teach and reinforce all content-specific vocabulary as lessons take place. Discuss the concepts named by each word. Use age-appropriate visual supports to reinforce understanding. Be aware that general academic vocabulary (such as *while*, *likewise*, and *since*) is often more abstract and also requires direct instruction.

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
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Class: Class Grade 4 (Reading)
Grade: Grade 4
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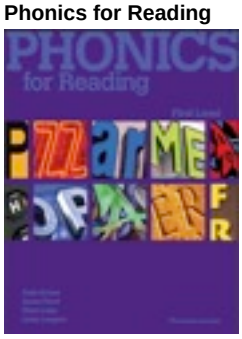
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World's Worst Pet - Vocabulary (iPad app focusing on Tier Two vocabulary) 	**Level C** Have students play and replay the activities, choosing from 10 sets in Level C, to provide multiple exposures to words. There is also a writing prompt at the end of each set of activities. **How to download this free app...** *World's Worst Pet vocabulary app can be downloaded for free on the App Store by searching in the Education category using the keywords "World's Worst Pet".*
Passwords: Science Vocabulary 	**Book B and/or Book C** all the lessons in Book B and/or Book C, depending on students' placement levels

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Class: Class Grade 4 (Reading)
Grade: Grade 4
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If you have this product...	Use...
Phonics for Reading 	**Second Level** all the lessons in this book **Third Level** all the lessons in this book

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Window 1 - 08/01/2012 - 07/31/2013

Priorities for Profile 2

Phonics
Students in this profile are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small-group work. Also provide instruction and practice to build fluency. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.
Comprehension
These children will benefit from more support in Comprehension, as they appear to be making good progress in Vocabulary. Making Comprehension a focus of small-group instruction will support the reading development of all students in this profile, both those with low Comprehension scores as well as those who may be scoring on or above level. Provide explicit strategy instruction that includes modeling, guided practice, and independent application.

Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Profile 2

There are no students in this profile

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Window 1 - 08/01/2012 - 07/31/2013

Priorities for Profile 3

Vocabulary
Students in this profile are likely to have difficulty not only with word meanings but also with the background knowledge required by grade-level literary and informational text. Thus, one focus of small-group instruction should be the meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. These students may show some gains in background knowledge as Vocabulary improves. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.
Comprehension
These students will benefit from more support in Comprehension, as they can already decode accurately. Making Comprehension a focus of small-group instruction will support the reading development of all students in this profile, even those who may be scoring on or above level. Provide explicit strategy instruction that includes modeling, guided practice, and independent application.

Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Profile 3

	Overall Scale Score	Overall Placement	Needs Analysis: Vocabulary	Needs Analysis: Compre-hension
Byrd, Diedre	601	Mid 4	Level 3	Early 4
Campbell, Jorge	586	Mid 4	Level 3	Mid 4
Cash, Maggie	596	Mid 4	Level 3	Level 3
Castillo, Leola	584	Mid 4	Level 3	Mid 4
Chambers, Jerri *	537	Level 3	Level 2	Level 3
Chavez, Avis *	648	Level 6	Level 2	Level 2

* Students Needing Additional Differentiated Instruction

Chambers, Jerri Chavez, Avis	Results indicate that these students are considerably below level in Vocabulary. They will need more intensive instruction in this area. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Instructional Priorities for Profile 3

VOCABULARY

Use read-alouds.

Using read-alouds is a highly effective approach to increasing students´ vocabulary. Target in advance your words for instruction. Explain each targeted word in context. Use clear and simple language. Reread and discuss the same text on more than one day. Ask questions to prompt discussion about the meanings of these words, as well as about the text as a whole.

Teach high-utility academic language.

Focus on critical-thinking words used across a range of academic contexts.

- Teach words that are useful for many academic tasks such as *associate, benefit, dialogue, dilemma, frequent, identify, indicate, principle, method, occur, perspective, require, revise, standard, structure,* and *theory.*
- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions such as "What kinds of things occur on the school bus?" "What dialogue do you hear there?"

Teach meaningful word parts.

Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.

- Teach or review the meanings of these prefixes: *un-, re-, pre-, in-, dis-, mis-, non-.*
- Teach or review the meanings of these suffixes: *-ful, -less, -y, -ly, -ily, -er, -est, -ness.*
- Provide instruction and practice in base words and Greek and Latin root words.

Support for English Learners Teach and reinforce all content-specific vocabulary as lessons take place. Discuss the concepts named by each word. Use age-appropriate visual supports to reinforce understanding. Be aware that general academic vocabulary (such as *while*, *likewise*, and *since*) is often more abstract and also requires direct instruction.

COMPREHENSION

Teach a variety of strategies.

Teach research-based comprehension strategies such as activating prior knowledge, predicting, questioning, monitoring and clarifying, drawing inferences, and summarizing.

- In advance of the lesson, select accessible texts at students´ instructional levels.
- Provide explicit instruction and think-alouds to model each of the strategies. Guide students as they start to practice the strategy.
- Follow a process of "gradual release of responsibility." Provide the most support when a strategy is first taught and modeled, and then decrease your involvement as students develop greater independence.
- Discuss texts with students. Discussing shared experiences with texts is foundational to the development of strategies that students can apply while reading independently.
- Provide opportunities for students to discuss texts with peers.

Teach text structure.

Authors make a variety of decisions about how to structure their texts. Learning to recognize these structures helps students understand and remember what they read.

- Provide explicit instruction and practice in recognizing narrative structures, including setting, characters, plot, problem and resolution, and theme.
- Provide explicit instruction and practice in recognizing informational text structures, including description, sequence, problem and solution, cause and effect, and compare and contrast.
- Have students use graphic organizers as a tool for preparing to talk or write about texts. Emphasize that completing a graphic organizer is a means to understanding text and not an end in itself.

Continue to use read-alouds.

Use read-alouds to expose students to texts beyond their skill level and to prepare them for reading complex texts in the future. Choose texts from multiple genres at a level above what students can read independently. Use read-alouds to expand vocabulary, build concept knowledge, and spark interest in new materials.

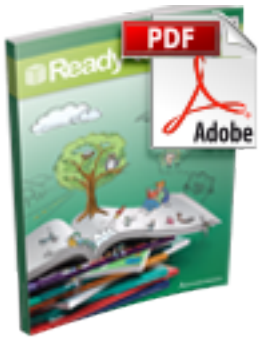
Support for English Learners Limited relevant background knowledge is often a significant obstacle to comprehension for English learners. Therefore, focus on making content accessible. Build needed background knowledge and provide access to related texts at varying levels of difficulty. Use visuals to illustrate important concepts.

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Instructional Grouping Profile Report

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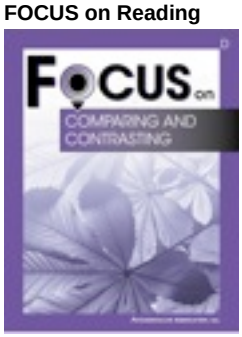
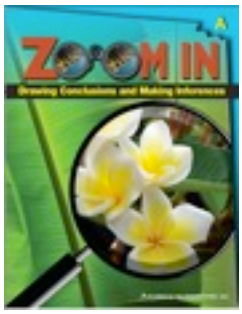
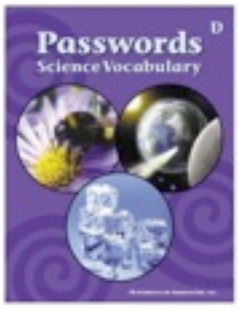
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STARS 	**Book B and/or Book C** all the lessons in Book B and/or Book C, depending on students' placement levels

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Class: Class Grade 4 (Reading)
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If you have this product...	Use...
FOCUS on Reading 	**Book B and/or Book C** all the Book B and/or Book C lessons in this series, depending on students' placement levels
ZOOM IN on Reading 	**Book B and/or Book C** all the Book B and/or Book C lessons in this series, depending on students' placement levels
Passwords: Science Vocabulary 	**Book C** all the lessons in this book

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Window 1 - 08/01/2012 - 07/31/2013

Priorities for Profile 4

Comprehension
Results indicate that students in this profile decode accurately but are having difficulty constructing meaning from texts. A higher Vocabulary score indicates that word knowledge is likely not a contributing factor. Targeting Comprehension strategies during small-group instruction will likely yield results. Provide explicit strategy instruction that includes modeling, guided practice, and independent application.
From Phonics to Fluency
Although test results indicate these students are decoding accurately, their reading may still be word-by-word. This requires extra time and effort and can interfere with Comprehension. Thus, fluency practice with rate, accuracy, and expression should also be a focus for small-group instruction. These students may show gains in Comprehension as their fluency improves.

Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Profile 4

	Overall Scale Score	Overall Placement	Needs Analysis: Phonics	Needs Analysis: Compre-hension
Claeys, Gretchen	603	Late 4	Max Score	Level 3
DelRosario, Naomi	637	Level 6	Max Score	Level 3
Diaz, Ahmed	641	Level 6	Max Score	Level 3
Frasier, Ian	541	Level 3	Max Score	Level 3
Fussell, Tameka	540	Level 3	Max Score	Level 3
Garner, Sam	551	Level 3	Max Score	Level 3
Gonzalez, Tia *	458	Level 2	Max Score	Level 2
Good, Cary *	496	Level 2	Max Score	Level 2

* Students Needing Additional Differentiated Instruction

Gonzalez, Tia Good, Cary	Results indicate that these students are considerably below level in Comprehension. They will need more intensive instruction in this area. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Instructional Priorities for Profile 4

COMPREHENSION

Teach a variety of strategies.

Teach research-based comprehension strategies such as activating prior knowledge, predicting, questioning, monitoring and clarifying, drawing inferences, and summarizing.

- In advance of the lesson, select accessible texts at students´ instructional levels.
- Provide explicit instruction and think-alouds to model each of the strategies. Guide students as they start to practice the strategy.
- Follow a process of "gradual release of responsibility." Provide the most support when a strategy is first taught and modeled, and then decrease your involvement as students develop greater independence.
- Discuss texts with students. Discussing shared experiences with texts is foundational to the development of strategies that students can apply while reading independently.

Teach text structure.

Authors make a variety of decisions about how to structure their texts. Learning to recognize these structures helps students understand and remember what they read.

- Provide explicit instruction and practice in recognizing narrative structures, including setting, characters, plot, problem and resolution, and theme.
- Provide explicit instruction and practice in recognizing informational text structures, including description, sequence, problem and solution, cause and effect, and compare and contrast.
- Have students use graphic organizers as a tool for preparing to talk or write about texts. Emphasize that completing a graphic organizer is a means to understanding text and not an end in itself.

Continue to use read-alouds.

Use read-alouds to expose students to texts beyond their skill level and to prepare them for reading complex texts in the future. Choose texts from multiple genres at a level above what students can read independently. Use read-alouds to expand vocabulary, build concept knowledge, and spark interest in new materials.

Support for English Learners Limited relevant background knowledge is often a significant obstacle to comprehension for English learners. Therefore, focus on making content accessible. Build needed background knowledge and provide access to related texts at varying levels of difficulty. Use visuals to illustrate important concepts.

FROM PHONICS TO FLUENCY

Focus on repeated oral reading.

Repeated oral reading is highly effective in improving both fluency and comprehension. Students orally practice a brief text several times, with the goal being to increase fluency with each reading. Keep these guidelines in mind:

- Introduce oral reading to students as "reading practice," and compare the value of this kind of practice with practicing a sport or musical instrument.
- Select familiar texts at the students´ instructional reading level. Avoid texts with challenging formats or difficult language.

Have students time themselves and record results in a graph. Students can use these tools to monitor themselves or partners can provide feedback that students can integrate with each successive reading.

- Repeat the exercise on a daily basis and vary texts. Several readings of any one text should be enough.

Use phrase-cued reading.

Good readers read text aloud in phrases, but word-by-word reading is characteristic of many early transitional readers. Teach phrase-cued reading to help these students make rapid gains in meaningful phrasing, reading rate, and comprehension.

- Use a phrase-cued text. This is a short passage with phrases marked by a single slash (/). Ends of sentences are sometimes marked by a double slash (//).
- Model reading a phrase-cued text (at the students´ instructional level) several times as students follow along with their own copy.
- Read the text several times chorally with students, followed by partner reading. Have students reread the same text several times over the course of a day.
- The following day, provide opportunities for students to apply their understanding of phrasal reading to the same text. They can read it with or without the markings.

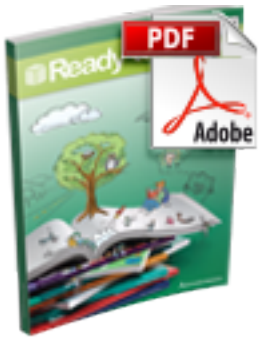
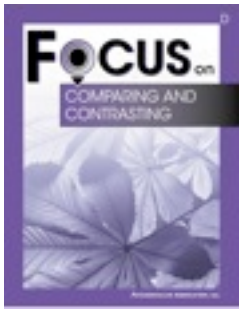
Support for English Learners Use conversation to help students acquire knowledge of syntax. Rephrase and expand students´ speech to model more complex sentences. Provide plenty of opportunities for students to listen repeatedly to meaningful texts read aloud.

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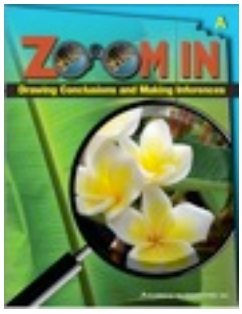
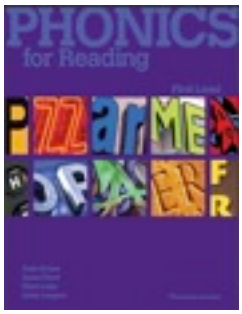
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STARS 	**Book C** all the lessons in this book
FOCUS on Reading 	**Book C** all the Book C lessons in this series

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Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

If you have this product...	Use...
ZOOM IN on Reading 	**Book C** all the Book C lessons in this series
Phonics for Reading 	**Third Level** all the lessons in this book, including fluency practice with decodable passages

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Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

Window 1 - 08/01/2012 - 07/31/2013

Priorities for Profile 5

Vocabulary
These students appear to be making good progress with grade-level Vocabulary skills. Build on their strengths in this area and prepare them to read more complex texts. Priorities for small-group instruction should include strengthening word-learning strategies and developing a deeper understanding of literary, academic, and domain-specific Vocabulary.
Comprehension
Test results indicate that these students are applying effective Comprehension strategies to understand grade-level literary and informational text. To prepare them to read increasingly challenging and complex texts, continue to make strategy instruction a focus of small-group time.

Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above Level

Students in Profile 5

	Overall Scale Score	Overall Placement	Needs Analysis: Vocabulary	Needs Analysis: Compre-hension
Hargreaves, Allan	613	Late 4	Mid 4	Mid 4
Hernandez, Heath	581	Mid 4	Late 4	Early 4
Herrera, Patty	590	Mid 4	Late 4	Mid 4
Ishikawa, Lakisha	614	Late 4	Level 5	Early 4
Jeong, Brent	616	Late 4	Level 6	Mid 4
Lollis, Vadim	577	Early 4	Early 4	Early 4
Luppino, Lenore	590	Mid 4	Mid 4	Mid 4
Mendez, Glen	609	Late 4	Mid 4	Late 4
Mendoza, Angeline	630	Level 5	Level 5	Mid 4
Miller, Leigh	564	Early 4	Late 4	Early 4
Mitchell, Benny *	613	Late 4	Late 4	Level 6
Yamazaki, John *	650	Level 6	Level 7	Level 5
Yang, Amie *	617	Late 4	Mid 4	Level 5
Yassin, Larry *	665	Level 7	Level 7	Level 5
Zhenchou, Sharron *	658	Level 7	Level 5	Level 7
Zhou, Robert *	669	Level 7	Level 5	Level 7

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

* Students Needing Additional Differentiated Instruction

Mitchell, Benny Yamazaki, John Yang, Amie Yassin, Larry Zhenchou, Sharron Zhou, Robert	Results indicate that these students are reading above level. They may need additional instruction to deepen and extend their skills. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

Instructional Priorities for Profile 5

VOCABULARY

Deepen knowledge of academic language.

Extend students´ word knowledge by teaching increasingly sophisticated conceptual vocabulary.

- Teach multipurpose words such as *achieve*, *aspects*, *complex*, *conclusion*, *distinction*, *elements*, *features*, *focus*, *impact*, *perceived*, *potential*, *previous*, *primary*, *range*, *relevant*, and *transfer.*
- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions such as "What is the simplest way to tell someone how to get from the main entrance to our classroom?" "The most complex way?"

Teach or review meaningful word parts.

Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.

- Teach or review the meanings of these prefixes: *uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en-, em-, -ity, -ty, -al, -ial, -ish,* and *-en.*
- Teach or review the meanings of these suffixes: *-er/-or, -ent, -ion, -tion, -ation, -ition, -ist, -ment, im-, inter-, com-, con-, fore-, mid-, post-,* and *semi-.*
- Provide instruction and practice in base words and Greek and Latin root words.

Foster word consciousness.

- Take time to explore word relationships such as synonyms, antonyms, and homophones. Go further by exploring shades of meaning. For example, say, "Name an example of a time a teacher might be serious with a student. When would a teacher be stern? How might these two situations be different?"
- Teach figurative language such as similes, metaphors, and personification. Provide opportunities to locate and discuss examples of figurative language in context. Encourage students to try out figurative language in their speaking and writing.

Support for English Learners Students at this level may be speaking and understanding English quite well but are likely to have some difficulty with academic and content-specific words. Focus on both word and concept knowledge within the context of content-area learning.

COMPREHENSION

Teach close reading.

Read aloud a text and model close reading. Then have students do close readings of texts read independently. Offer these prompts:

- Read the text several times.
- Determine the meaning of any unfamiliar words. Use a dictionary or ask someone.
- Think about the structure. What choices did the author make about organizing the text? Why did the author make those choices?
- Think about the author´s purpose. Why did the author write this text? What did the author most want you to understand?
- Think about the mood or tone. How did you feel after reading this passage? Did the author want you to feel that way? Why do you think so?
- Think about the choices the author made with language. Did the author use synonyms, antonyms, or shades of meaning? Did the author use metaphors, similes, or other imagery? What was the author trying to accomplish with these choices?

Encourage extensive reading.

Good readers often have favorite authors, topics, and genres. Guide students in expanding their choices to include increasingly challenging and varied texts. For example, students might explore a favorite subject through different treatments, such as poetry, plays, stories, nonfiction, or online media.

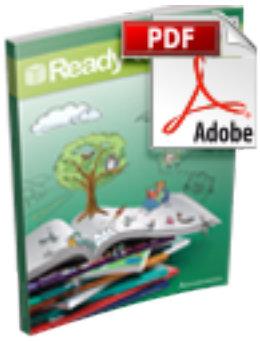
Support for English Learners English learners at this level may still experience confusion with concepts they encounter in increasingly complex texts. Use compare and contrast to help them relate new material to their own lives. Continue to use visual aids to support understanding and use summarizing to focus attention on the most important information.

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

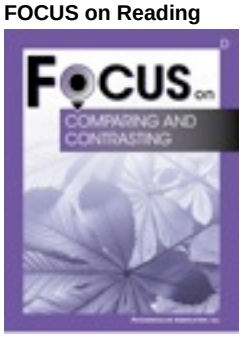
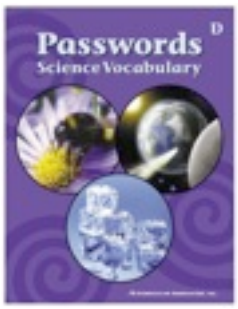
Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Reading Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 4** all the lessons in this book
World's Worst Pet - Vocabulary (iPad app focusing on Tier Two vocabulary) 	**Level D** Have students play and replay the activities, choosing from 20 sets in Level D, to provide multiple exposures to words. There is also a writing prompt at the end of each set of activities. **How to download this free app...** *World's Worst Pet vocabulary app can be downloaded for free on the App Store by searching in the Education category using the keywords "World's Worst Pet".*
STARS 	**Book D** all the lessons in this book

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Instructional Grouping Profile Report

Academic year: Current (2012-2013)
Select Students by: Class
Class: Class Grade 4 (Reading)
Grade: Grade 4
Show: Window 1 - 08/01/2012 - 07/31/2013

If you have this product...	Use...
FOCUS on Reading 	**Book D** all the Book D lessons in this series
Extensions in Reading 	**Book D** all the lessons in this book
Passwords: Science Vocabulary 	**Book D** all the lessons in this book

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

Overall Performance

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 12/27/2012	◆ Level 3	468	+/- 14.0



Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 12/27/12

Domain	Placement	Scale Score
Number and Operations	✓ Early 4	493
Algebra and Algebraic Thinking	✓ Mid 4	530
Measurement and Data	✗ Level 2	440
Geometry	◆ Level 3	477

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

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Student Profile Report

Academic year: Current (2012-2013) **Class:** Class Grade 4 (Math) **Define "On Level":** Standard View
Select Students by: Class **Student:** Garner, Sam **Show:** Test 1 - 12/27/12

	Placement	Developmental Analysis
Overall Math Performance	◆ **Level 3**	Test results indicate Sam has good quantitative reasoning skills but would benefit from a thorough review of topics related to visual representation and spatial reasoning. Instruction in these areas should take advantage of Sam´s strength in computation. This priority places Sam in Instructional Grouping Profile 3.
Number and Operations	✔ **Early 4**	At levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Sam's score indicates an appropriate understanding of whole number operations as well as some fraction concepts. Sam may be ready to develop skills related to multi-digit computation.
Algebra and Algebraic Thinking	✔ **Mid 4**	At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions and patterns. Sam's score indicates an appropriate understanding of basic multiplication and division concepts. Sam will benefit from instruction and practice with multiplying and dividing to solve word problems.
Measurement and Data	✘ **Level 2**	At levels K-2 this domain addresses the concept of measurement units, especially for length and time. It also includes showing data on simple graphs. Results indicate Sam may benefit from practice with a wide variety of measurement skills related to time, money, and units of length, and review of bar graphs and picture graphs.
Geometry	◆ **Level 3**	At levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Test results indicate that Sam may benefit from practice identifying different quadrilaterals.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation.
In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Base Ten

Read and write whole numbers through thousands in expanded form and standard form and identify the value of the digits.

Add three-digit numbers with regrouping.

Know multiplication facts through 9 times 9.

Multiply a whole number by a power of 10 or a multiple of 10.

Fractions

Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Round whole numbers to the nearest ten and hundred.

Compare and order numbers through hundred millions.

Add multi-digit numbers.

Subtract three-digit numbers with regrouping.

Multiply two-digit numbers by one-digit numbers.

Fractions

Decompose a fraction into a sum of fractions with like denominators.

Express fractions with denominators of 10 or 100 as decimals.

Compare and order decimals through hundredths.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Math Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 2** Lesson 14: Subtract Three-Digit Numbers **Grade 3** Lesson 8: Use Place Value to Round Numbers Lesson 9: Use Place Value to Add and Subtract **Grade 4** Lesson 1: Understand Place Value Lesson 2: Compare Whole Numbers Lesson 3: Add and Subtract Whole Numbers Lesson 4: Round Whole Numbers Lesson 11: Multiply Whole Numbers Lesson 13: Understand Equivalent Fractions Lesson 15: Understand Fraction Addition and Subtraction Lesson 20: Fractions as Tenths and Hundredths Lesson 21: Relate Decimals and Fractions Lesson 22: Compare Decimals
Door 24 - Math (iPad app focusing on computational fluency) 	**Level D** Have the student play and replay all of the sets of activities in Level D. Students can customize difficulty in each Level by selecting Easy, Medium, Hard, or Challenge sets. **Note** If your student's Algebra and Algebraic Thinking score is different from the Number and Operations score, begin with the recommended Level(s) for Algebra and Algebraic Thinking. **How to download this free app...** *Door 24 computational fluency app can be downloaded for free on the App Store by searching in the Education category using the keywords "Door 24".*

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

If you have this product...	Use...
STAMS 	**Book C** Lesson 2: Add and Subtract **Book D** Lesson 3: Multiply by 1-Digit Numbers Lesson 11: Compare and Order Decimals Lesson 12: Relate Decimals to Fractions
STAMS Solve 	**Book C** Practice 2: Add and Subtract **Book D** Practice 3: Multiply by 1-Digit Numbers Practice 11: Compare and Order Decimals Practice 12: Relate Decimals to Fractions

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades K-12 focuses on the relationships between numbers, the meaning of operations, and the relationships between operations. As in the CCSS, this includes using the appropriate operations to solve real world and mathematical problems.
In grades 3-5, students represent and solve problems involving addition, subtraction, multiplication and division. They use algebraic properties and relationships between operations to solve problems.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Operations and Algebraic Thinking

Select the proper operation to solve real-world and mathematical problems.

Write a multiplication sentence to represent objects in a rectangular array, recognizing that the order of factors does not affect the product.

Know multiplication/division fact families.

Identify multiples of whole numbers with products to 100.

Solve problems involving partitioning in equal groups, including identifying the remainder.

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Operations and Algebraic Thinking

Identify factor pairs of whole numbers up to 100.

Determine whether a whole number from 1 to 100 is prime or composite.

Interpret the remainder in a real-world problem involving division of up to a three-digit number by a one-digit number.

Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons.

Write and solve number sentences with variables to determine the answers to multi-step real-world problems using the four operations and whole numbers.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Math Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 4** Lesson 5: Understand Multiplication Lesson 6: Multiplication and Division in Word Problems Lesson 7: Multiples and Factors Lesson 9: Model Multi-Step Problems Lesson 10: Solve Multi-Step Problems Lesson 12: Divide Whole Numbers
Door 24 - Math (iPad app focusing on computational fluency) 	**Level D** Have the student play and replay all of the sets of activities in Level D. Students can customize difficulty in each Level by selecting Easy, Medium, Hard, or Challenge sets. **How to download this free app...** *Door 24 computational fluency app can be downloaded for free on the App Store by searching in the Education category using the keywords "Door 24".*

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Student Profile Report

Academic year: Current (2012-2013) **Class:** Class Grade 4 (Math) **Define "On Level":** Standard View
Select Students by: Class **Student:** Garner, Sam **Show:** Test 1 - 12/27/12

If you have this product...	Use...
STAMS Solve 	**Book D Teacher Guide** Practice 20: Multiplicative Comparisons

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Measurement and Data Skills

Measurement and Data in grades K-8 focuses on measurement tools and units, as well as data. As in the CCSS, physical measurement activities lead to the development of formulas for geometric measurements. Data skills include graphing, analysis, and in later grades, statistics and probability.
In grades K-2, students learn that objects can be measured by different attributes and then measure and estimate length of objects. They solve problems involving time and money. They present data on simple graphs.
In grades 3-5, students study concepts of area, perimeter, and volume and use this understanding to develop formulas. They learn about the relationship among units of measure to solve problems involving liquid volume, mass, time, and money. They present data on line plots and line graphs.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Measurement

Compare the length of two objects (longer, taller, shorter, thicker).

Use a ruler to measure length in inches.

Identify and compare the values of coin combinations (pennies, nickels, dimes, quarters).

Data

Organize, represent, and interpret several categories of data in a picture graph.

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Measurement

Tell time to the minute.

Solve problems involving comparing lengths of objects.

Use a ruler to measure length in centimeters.

Choose the best unit to measure length: centimeters or meters.

Choose the best unit to measure length: inches, feet, or yards.

Choose ounces, pounds, or tons to measure weight.

Cover a plane figure with unit squares, and count squares to measure area.

Data

Create a picture graph with a single-unit scale to represent data that include multiple categories.

Construct a bar graph with a single-unit scale to represent data that include multiple categories.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Math Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 2** Lesson 16: Understand Length and Measurement Tools Lesson 17: Measure Length Lesson 18: Understand Measurement With Different Units Lesson 19: Understand Estimating Length Lesson 20: Compare Lengths Lesson 21: Add and Subtract Lengths Lesson 23: Draw and Use Bar Graphs and Picture Graphs **Grade 3** Lesson 20: Tell and Write Time Lesson 27: Understand Area
STAMS 	**Book B** Lesson 11: Length Lesson 12: Add and Subtract Length Lesson 16: Graphs **Book C** Lesson 17: Understand Area

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

If you have this product...	Use...
STAMS Solve 	**Book C** Practice 17: Understand Area **Book C Teacher Guide** Practice 21: Time and Time Intervals to the Nearest Minute

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Geometry Skills

Geometry in grades K-12 involves describing the attributes and relationships among a growing range of shapes and in the later grades, making evidenced-based observations and arguments. As in the CCSS, this understanding is then applied to categorizing shapes by attributes in the early grades and making informed observations about, congruence, similarity, and measurements in the later grades.
In grades 3-5, students describe equal parts of shapes with fractions. They use knowledge of angles and perpendicular and parallel lines to classify two-dimensional figures. Students recognize line symmetry in figures and plot points on the coordinate plane.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

- Combine and separate two-dimensional shapes to create other two-dimensional shapes and predict the results.
- Sort and classify two-dimensional shapes according to attributes such as vertices, angles, and sides.
- Find the total number of square units in a rectangle divided into same-size squares.
- Identify equal parts of the same whole rectangle partitioned in different ways, using terms such as *halves*, *thirds*, and *fourths*.
- Describe areas of equal parts of a shape using unit fractions.

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

- Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.
- Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines.
- Identify one or more lines of symmetry in two-dimensional figures and predict and identify reflections of two-dimensional figures.
- Identify points, lines, line segments, rays, and planes in two-dimensional figures.
- Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.
- Sort and classify triangles according to their side lengths and angle measures.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Math Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 3** Lesson 31: Understand Properties of Shapes Lesson 32: Classify Quadrilaterals **Grade 4** Lesson 31: Points, Lines, Rays, and Angles Lesson 32: Classify Two-Dimensional Figures Lesson 33: Symmetry
STAMS 	**Book C** Lesson 13: Plane Figures **Book D** Lesson 13: Angles

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

If you have this product...	Use...
STAMS Solve 	**Book C** Practice 13: Plane Figures **Book C Teacher Guide** Practice 19: Understand Shapes **Book D** Practice 13: Angles **Book D Teacher Guide** Practice 23: Symmetry of Plane Figures

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Math)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Quantile® Performance

Test	Quantile® Measure	Quantile® Range
Test 1 - 12/27/2012	**675Q**	**625Q-725Q**

Quantile® Measures and i-Ready

The Quantile® Framework for Mathematics is a scientific approach that describes a student's mathematical achievement and the difficulty of mathematical skills and concepts. It works a lot like a ruler or thermometer, except rather than measuring length or temperature, the Quantile Framework measures a students' readiness to learn new mathematical skills and concepts, as well as, the difficulty of a particular mathematical skill. Within the Quantile Framework, each skill has a Quantile measure that describes the difficulty, or demand, in learning that skill. Knowing the Quantile measure of a student and a skill helps to predict how the skill matches the student's math achievement - whether the skill may be too easy, too difficult, or just right. Thus, the Quantile measure helps target instruction to the student's ability and monitors student growth.

Quantile measures are expressed as numeric measures followed by a "Q" (e.g., 850Q), and are placed on the Quantile developmental scale. The Quantile scale ranges from below 0Q (Emerging Mathematician) to above 1400Q. Measures below 0Q are reported as EMxxxQ (e.g., a Quantile measure of -120 is reported as EM120Q) where “EM” stands for “Emerging Mathematician” and replaces the negative sign in the number.

The **i-Ready Diagnostic Math Assessment** has been linked with the Quantile Framework, making it possible to provide a Quantile measure for each student that corresponds to each Overall Scale Score. Due to this linking, you may see some fluctuation (between test periods) in students' Overall Scale Scores and as result in their Quantile measures. For example, if a student's Overall Scale Score goes down, his or her Quantile measure will also go down. Before making a change in instructional level, consider the situation and other information that you have about the student. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue working on skills within the previously reported Quantile range and monitor his or her understanding before making adjustments as you see fit.

For more information on Quantile measures, visit www.Quantiles.com.

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Student Profile Report

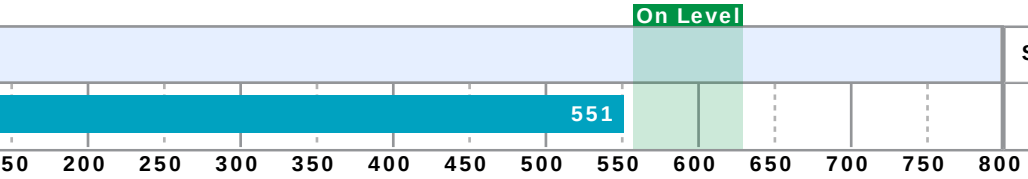
Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Use this report to view a student's Diagnostic performance overall and by domain and customized instructional support to help this student improve.

Overall Performance

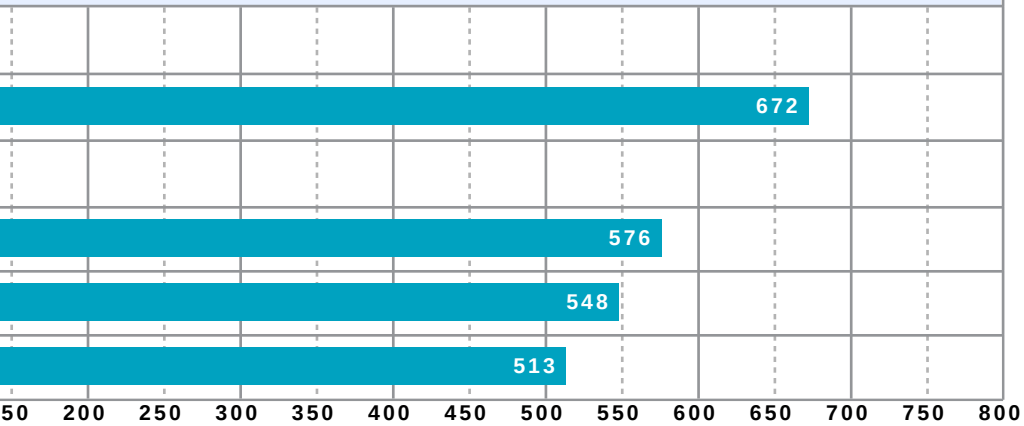
✔ On or Above Level ◆ < 1 Level Below ✖ > 1 Level Below

Test	Placement	Scale Score	Standard Error
Test 1 - 12/27/2012	◆ Level 3	551	+/- 18.0



Detail for Test 1 - 12/27/12

Domain		Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✔ Max Score	672
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✔ Mid 4	576
	Comprehension: Literature	◆ Level 3	548
	Comprehension: Informational Text	◆ Level 3	513



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Student Profile Report

Academic year: Current (2012-2013) **Class:** Class Grade 4 (Reading) **Define "On Level":** Standard View
Select Students by: Class **Student:** Garner, Sam **Show:** Test 1 - 12/27/12

		Placement	Developmental Analysis
Overall Reading Performance		◆ **Level 3**	Results indicate that Sam is decoding accurately but is not comprehending well. The Vocabulary score indicates that word knowledge is not a contributing factor. It is possible that decoding still requires extra effort, which can interfere with reading for meaning. Targeted instruction in key Comprehension strategies will be effective. This information places Sam in Instructional Grouping Profile 4.
Foundational Skills	**Phonological Awareness**	✔ **Tested Out**	This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Sam has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest. Max Score: Above Level 1
	Phonics	✔ **Max Score**	This domain focuses on how accurately students decode written words. Results indicate that Sam is achieving accuracy in recognizing spelling patterns, but this student should continue to practice and review decoding multisyllabic words to be able to decode fluently. Max Score: Above Level 3
	High-Frequency Words	✔ **Tested Out**	This domain addresses how well students recognize frequently occurring words. Sam has demonstrated accuracy and is exempt from taking this subtest. Max Score: Above Level 2
	Vocabulary	✔ **Mid 4**	Both word knowledge and word-learning strategies are addressed in this domain. Sam is ready to learn additional homophones and multiple-meaning words as well as prefixes *uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en, em-* and suffixes *-er/or, -ent, -ion, -tion, -ation, -ition, -ist, -ment*. In addition, the student should continue to expand and deepen knowledge of vocabulary used in grade-level literature as well as in science, social studies, and math texts.
	Comprehension: Literature	◆ **Level 3**	This domain addresses Sam's understanding of literary text. Results indicate that Sam needs instruction in Level 3 literary skills and strategies such as analyzing characters and using evidence to support inferences. Encourage the student to read a wide variety of literary genres, including fantasy and realistic fiction. Sam should also be reading fairy tales, fables, folktales, and myths.
	Comprehension: Informational Text	◆ **Level 3**	This domain addresses Sam's understanding of informational text. Results indicate that Sam needs instruction in Level 3 informational skills and strategies such as identifying and evaluating an author's point of view, purpose, or opinions as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Phonics Skills

This subtest measures how accurately students decode written words, or match sounds to letters. The CCSS emphasize the importance of differentiated instruction in Phonics, as well as other foundational skills. This subtest is designed to identify which Phonics skills a student already knows and which skills need targeted instruction.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Decode words with inflectional endings and spelling changes. Decode words with common inflectional endings, such as *-es, -ed, -ing,* that include spelling changes.

Decode multisyllabic words with schwa sounds. Decode multisyllabic words with schwa + *l* or schwa + *n* sounds.

Decode multisyllabic words. Decode five-syllable words and less common three- and four-syllable words.

Decode multisyllabic words with difficult letter-sound correspondences. Decode multisyllabic words with difficult vowel + /r/ sounds.

Use syllabication patterns to distinguish open and closed syllables. Distinguish open and closed syllables in words such as *reason* or *council.*

Use syllabication patterns to determine syllable sounds. Determine syllable sounds in multisyllabic words.

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Sam is achieving accuracy in recognizing spelling patterns. Use classroom observation and assessments of oral-reading fluency to evaluate whether this student needs additional practice to decode quickly and easily. If needed, consider the approaches listed below for building fluency. When possible, have children answer comprehension questions or discuss each text they have read.

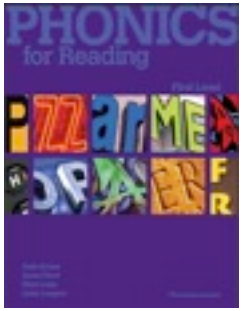
- repeated reading
- phase-cued reading
- choral reading
- partner reading
- reader's theater
- echo reading

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

If you have this product...	Use...
Phonics for Reading 	**Third Level** all the lessons in this book, including fluency practice with decodable passages

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Vocabulary Skills

Reading complex texts requires a rich vocabulary, and the CCSS expect students to know both general academic vocabulary and domain-specific words from science and other content areas. Critical to the development of deep word knowledge is the ability to recognize word relationships and to have a command of independent word-learning strategies such as analyzing context and recognizing common Greek and Latin prefixes, suffixes, and root words. This subtest assesses both word knowledge and word-learning strategies, as well as word relationships.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, alliteration, and figurative language, such as similes and metaphors.

Use general academic and domain-specific vocabulary. Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Teach additional prefixes.

- Explain that the prefix *uni-* means "one."
- Display a sentence such as: *I am not able to ride a unicycle.*
- Underline *unicycle* and say, "Listen and watch as I read the word parts: *uni cycle*."
- Ask: "What do you think this word means?" ("a cycle with one wheel")
- Follow the same procedure with the prefixes *bi-* (meaning "two") as in *bicycle; tri-* (meaning "three") as in *tricycle; super-* (meaning "above" or "over") as in *supervise;* and *sub-* (meaning "under") as in *submarine.*

Teach additional suffixes.

- Explain that the suffix *-or* means "someone who does."
- Display a sentence such as: *I saw a famous actor in my city.*
- Underline *actor* and then read the word slowly.
- Ask: "What do you think this word means?" ("someone who acts")
- Follow the same procedure with the suffixes *-er* and *-ist* (both meaning "someone who does") as in *painter* and *artist.*

Extend understanding of word relationships.

- Continue to teach synonyms and antonyms. Identify synonyms as words with similar meanings *(rush/hurry, late/tardy, confident/assured)* and antonyms as words with opposite meanings *(rush/delay, late/punctual, confident/unsure).* Model using a synonym to define another word. Then model using an antonym to clarify what the word is not.
- Teach homophones and multiple-meaning words. For example, *vale* means "valley," and *veil* means "a face covering;" *vault* means "a place to store valuables" as well as "the action of jumping over something." Model using context to match the correct word to its meaning.

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Teach level-appropriate vocabulary used in literary and informational texts. Introduce 10 to 15 new words per week. After reading both literary and informational text with the class, talk about some of the words Sam encountered. Ask engaging questions and encourage this student to use new words in a small group discussion.

Teach level-appropriate domain-specific vocabulary.

- Discuss vocabulary words that are content-area specific, such as *foreshadowing* in language arts and *hypothesis* in science.
- Interpret how academic words are used across content areas, such as *evidence, conclusion,* and *emphasize.*
- Have Sam and other students identify words they use in different subject areas.

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Student Profile Report

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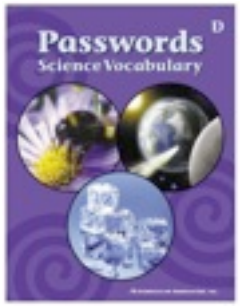
Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Reading Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 4** Language Handbook Lesson 17: Greek and Latin Word Parts **Grade 5** Language Handbook Lesson 15: Using Context Clues Language Handbook Lesson 18: Figurative Language Language Handbook Lesson 19: Idioms, Adages, and Proverbs Language Handbook Lesson 20: Synonyms and Antonyms
World's Worst Pet - Vocabulary (iPad app focusing on Tier Two vocabulary) 	**Level D** Have the student play and replay the activities, choosing from 20 sets in Level D, to provide multiple exposures to words. There is also a writing prompt at the end of each set of activities. **Level E** Have the student play and replay the activities, choosing from 20 sets in Level E, to provide multiple exposures to words. There is also a writing prompt at the end of each set of activities. **How to download this free app...** *World's Worst Pet vocabulary app can be downloaded for free on the App Store by searching in the Education category using the keywords "World's Worst Pet".*

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

If you have this product...	Use...
Passwords: Science Vocabulary 	**Book E** all the lessons in this book

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Comprehension: Literature Skills

The CCSS expect students at this level to engage closely and actively with the details of both literary and informational text. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to literary text.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Sam is developing proficiency with below-level text in skills such as:

- making inferences
- comparing and contrasting
- sequencing events
- retelling main events
- recognizing cause-and-effect relationships
- understanding key ideas and details
- determining word meaning

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Teach understanding of connecting text and visuals. Review that readers get information from the words in a text as well as the pictures and illustrations. Choose a Level 3 storybook with plenty of illustrations. Model thinking about how the pictures support the details in the text and sometimes offer more information. Prompt Sam to connect the text and illustrations. Ask questions such as, "What do you see in the picture that matches what we just read about?" "What details in the picture tell you more about the mood of the story?" "What aspects of the character or the setting are emphasized in the picture?"

Build understanding of characters. Support Sam in practicing the following skills in Level 3 text:

- Determine a character's traits or characteristics. Notice clues about the character that are revealed through dialogue, actions, thoughts or feelings, and from what the narrator or other characters say about the character.
- Use a character map as a tool to learn more about a character.
- Analyze how characters respond to events or change during the course of a story.
- Identify how a character's actions drive changes in the story's plot.

Teach story elements. Support Sam in applying the following skills in a Level 3 text:

- Identify the main characters and the setting, or when and where the story takes place.
- Identify the problem the characters face, any significant events that include attempts to solve the problem, and the resolution that explains how the problem is solved.
- Identify each of these events as belonging to the beginning, middle, or end of the story.

Introduce the parts of a poem. Using simple poems with accessible language, syntax, and content, teach Sam to identify the parts of a poem. Define *stanza* as a group of lines that have related ideas, much like sentences in a paragraph. Use several examples to show how stanzas build upon each other in order to tell a story or convey a message.

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Student Profile Report

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Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Teach message, lesson, or moral. After reading a Level 3 narrative text, discuss the central message, or the big idea that the author wants the reader to take away from the story. Prompt Sam to ask these questions during and after reading:

- "What problem is the main character trying to solve?"
- "How did the problem get solved?"
- "What does the character learn from that?"
- "What can I learn from this story?"

Develop understanding of using evidence to support inferences in Level 3 text.

- Explain that readers must use evidence from a story to support inferences about the story. Evidence can include words or phrases from the story, details from pictures and illustrations, and one's own prior knowledge and experience.
- Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, "Does my previous inference still make sense with what I know now?"

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Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

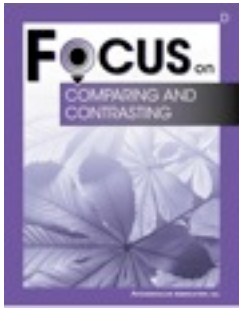
Begin with the recommended products for the lower of your student's two comprehension scores.

If you have this product...	Use...
Ready® Common Core Reading Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 3** Lesson 1: Asking Questions About Key Ideas Lesson 5: Asking Questions About Stories Lesson 6: Describing Characters Lesson 8: Determining the Central Message Lesson 13: What Are Stories Made Of? Lesson 14: What Are Plays Made Of? Lesson 15: What Are Poems Made Of? Lesson 17: Connecting Words and Pictures in Informational Text Lesson 21: Connecting Words and Pictures in Stories Lesson 22: Comparing and Contrasting Stories
STARS 	**Book C** Lesson 6: Making Predictions Lesson 8: Drawing Conclusions and Making Inferences

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

If you have this product...	Use...
FOCUS on Reading 	**Book C: FOCUS on Drawing Conclusions and Making Inferences** all the lessons in this book **Book C: FOCUS on Making Predictions** all the lessons in this book

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Student Profile Report

Academic year:	Current (2012-2013)	**Class:**	Class Grade 4 (Reading)	**Define "On Level":**	Standard View
Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Building Comprehension: Informational Text Skills

The CCSS expect students at this level to engage closely and actively with the details of both literary and informational text. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

What Sam Can Do

Results indicate that Sam can likely do the skills shown below.

Sam is developing proficiency with below-level text in skills such as:

- using text features
- making inferences
- categorizing and classifying information
- sequencing events
- determining word meaning
- identifying cause-and-effect relationships
- identifying reasons that support points

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Provide additional strategies for determining word meaning. Support Sam in using these steps to figure out the meaning of unfamiliar words in Level 3 text:

- Look around the word for context clues.
- Break the word apart and look for clues in the parts (base word, prefix, suffix).
- Guess the meaning of the word.
- Try out the meaning in the original sentence and see if it makes sense in context.
- Use the dictionary, if needed, to confirm this meaning.

Develop understanding of using evidence to support inferences.

- Explain that readers must use evidence from a text to support inferences about the text. Evidence can include words or phrases from the text, details from pictures and illustrations, and one's own prior knowledge and experience.
- Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, "Does my previous inference still make sense with what I know now?"

Teach about author's point of view and purpose. Support Sam in applying these skills to Level 3 text:

- Determine an author's point of view in an informational text by looking for stated opinions.
- Distinguish one's own point of view from that of the author of the text.
- Determine an author's purpose for writing an informational text, including to inform, to persuade, and to entertain.

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Student Profile Report

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Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Next Steps for Instruction

Results indicate that Sam will benefit from instruction and practice in the skills shown below.

Extend understanding of cause and effect.

- Define *cause* as something that happens. Define *effect*as something that makes something else happen.
- Read aloud a Level 3 informational book and model the thought process behind discovering cause-and-effect relationships.
- Say, "When I read, I think about things that happen and why those things happen."
- Model asking and answering questions such as "What happened?" and "Why did it happen?"
- Then have Sam read an informational text in a small group. Remind the child to ask these same questions and to look for details in the text to find answers.

Teach comparing and contrasting. Support Sam in extending skills to Level 3 text. Review signal words that are used to communicate similarities and differences, such as *each, also, alike, however, yet,* and *instead.* Have Sam use a Venn diagram to depict similarities and differences between people, places, events, or descriptions of the same event.

Teach sequence of events. Teach signal words such as *first, next,* and *finally.* Ask questions to identify the order of events, such as "What happens first in this paragraph?" and "What happens next?" Model using a sequence chain to show the relationship between details in a text.

Teach asking and answering questions about key ideas and details. When reading Level 3 informational text, model asking the following questions:

- "What is the topic?"
- "What is the most important thing I should know about this topic?"
- "What details tell more about the main idea?"

Challenge Sam to find details in the text that answer these questions.

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Student Profile Report

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Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

Recommended Products from Curriculum Associates

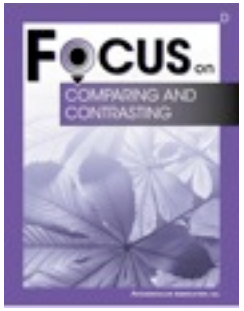
Begin with the recommended products for the lower of your student's two comprehension scores.

If you have this product...	Use...
Ready® Common Core Reading Instruction **Or** **Digital access to Ready® through Teacher Toolbox** 	**Grade 3** Lesson 1: Asking Questions About Key Ideas Lesson 3: Reading About Time and Sequence Lesson 4: Describing Cause and Effect Lesson 5: Asking Questions About Stories Lesson 7: Recounting Stories Lesson 9: Unfamiliar Words Lesson 11: Author's Point of View Lesson 12: Words in Context Lesson 17: Connecting Words and Pictures in Informational Text Lesson 18: Describing Connections Between Sentences and Paragraphs Lesson 19: Describing Comparisons Lesson 20: Comparing and Contrasting Two Texts Lesson 21: Connecting Words and Pictures in Stories Lesson 22: Comparing and Contrasting Stories
STARS 	**Book C** Lesson 2: Recalling Facts and Details Lesson 3: Understanding Sequence Lesson 4: Recognizing Cause and Effect Lesson 5: Comparing and Contrasting Lesson 6: Making Predictions Lesson 7: Finding Word Meaning in Context Lesson 8: Drawing Conclusions and Making Inferences Lesson 10: Identifying Author's Purpose

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Student Profile Report

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Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

If you have this product...	Use...
FOCUS on Reading 	**Book C: FOCUS on Recognizing Cause and Effect** all the lessons in this book **Book C: FOCUS on Comparing and Contrasting** all the lessons in this book **Book C: FOCUS on Drawing Conclusions and Making Inferences** all the lessons in this book **Book C: FOCUS on Making Predictions** all the lessons in this book **Book C: FOCUS on Understanding Sequence** all the lessons in this book

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Lexile® Performance

Test	Lexile® Measure	Lexile® Range
Test 1 - 12/27/2012	**790L**	**690L-840L**

"Find a Book, i-Ready" enables you to build custom reading lists based on Sam's Lexile measure and personal interests. Search for books now at www.Lexile.com/fab/i-ready.

Lexile® Measures and i-Ready

The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the difficulty of reading materials which was developed by MetaMetrics®, an educational research organization located in Durham, NC. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. Lexile measures are expressed as numeric measures followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 0L for beginning readers and beginning-reader materials to above 1700L for advanced readers and materials. Measures below 0L are reported as BRxxxL (e.g., a Lexile measure of -120 is reported as BR120L) where “BR” stands for “Beginning Reader” and replaces the negative sign in the number. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader's ability—whether the text may be too easy, too difficult, or just right.

The i-Ready Diagnostic Reading Assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every Overall Scale Score. Due to this linking, you may see some fluctuation in students' Lexile measures. For example, if a student's Overall Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student's Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student's Lexile range as you see fit.

A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com.

- Lexile measures at home and at school
- Lexile measures and grade levels
- Managing multiple Lexile measures
- Lexile measures and the Common Core State Standards

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Student Profile Report

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Select Students by:	Class	**Student:**	Garner, Sam	**Show:**	Test 1 - 12/27/12

"Find a Book, i-Ready"

When matched with texts that have the same or close to the same Lexile measure, students have a much better chance of successfully comprehending what they read and growing in their reading ability. In the upper elementary and middle school grades, students benefit from knowing their Lexile measure and understanding how to use it to select books and other reading materials. "Find a Book, i-Ready" (http://www.Lexile.com/fab/i-ready) is a Lexile tool that enables you and your students to build customized reading lists according to a Lexile measure and personal interest. To make the most of this tool, have each of your students register for an account. This will allow students to save and print their reading lists. Then incorporate "Find a Book, i-Ready" into your classroom with activities such as these:

Build customized reading lists.

- Ask students to list three favorite books. Then have them tell why they liked each book so much.
- Help students identify the genre of each book. Prompt as necessary with questions such as, *Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information?*
- Model how to navigate to "Find a Book, i-Ready," enter a Lexile range, and choose search categories that seem interesting. Then demonstrate how to get more information about a book by clicking on the title or the cover. Show how to add a book to a reading list by clicking on "Add to My Reading List."
- Have students make a list of interesting books to look for at the school or local library. Remind them to consider their favorite books and genres when selecting search categories.
- Send home a copy of the "Find a Book, i-Ready" handout, which is located in the "For Parents" section of the Resources tab.

Create goal sheets.

- Prompt students to set a goal for how many books they want to read in a set period of time, such as a month. Then have them refer to their customized "Find a Book, i-Ready" reading lists to determine books they want to read to meet their goals. Ask them to record the books they select on a sheet of paper with a box to check off beside each one after they finish reading it.
- Encourage students to revisit their lists frequently, checking off books they have completed. Suggest that students may want to jot down thoughts about books as they finish reading, noting, for example, a book that made them want to read another specific book (as in a series) or a book just like it.

Develop a rating system.

- Work with students to create a system for rating books. For example, create a five-star system where students assign a book one to five stars based on how well they liked it. Display this system on a chart in your classroom.
- When a student completes a book from his or her "Find a Book, i-Ready" reading list, invite the student to write the title, author, and Lexile measure of the book beneath a star rating with an explanation of their review.
- Encourage classmates to consult the chart when adding books to their reading lists.

Create book displays.

- Have students take turns creating a book display on a topic of their choice. Challenge them to use "Find a Book, i-Ready" to identify books on the topic in various Lexile ranges so that the entire class can read and learn about the same topic.

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Tab 4:

Content Area Instructional Frameworks

Reading/English Language Arts Instructional Framework

Table 1. Language and Literacy Framework for Literature and the Content Areas (K-8)

Language & Word Study	Reading Workshop	Writing Workshop
Students explore the intricacies of language across multiple genres including literature, informational texts, and poetry. They investigate the meaning and structure of words, and the conventions and forms of written language.	Students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from about reading. Students learn effective comprehending strategies they apply to fiction and nonfiction texts.	Students develop writing strategies and skills, learn about their writer's craft and use writing as a tool and for learning and communication. Writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.

Table 2. Grade Level Elements of the Language and Literacy Framework

Grade Levels	Language/Word Study	Reading Workshop	Writing Workshop
K-3 **120 minutes**	Interactive Read Aloud Interactive Writing Modeled/Shared Reading Modeled Shared Writing Handwriting Phonics/Word Study/Spelling Writing Craft Lessons	Guided Reading Independent Literacy Stations	Independent Writing Guided Writing Interactive Writing Writing Craft Lessons
4-8 **50 minutes**	Interactive Read Aloud Interactive Vocabulary Interactive Edit Poetry Workshop Current Events	Current Events Independent Reading Literature Study (Book Clubs) Guided Reading	Independent Writing Guided Writing

Mathematics Instructional Framework

Table 3. A Week-long Plan Using Tabor Math Rotations for Grades K-8

Day One	Day Two	Day Three	Day Four	Day Five
Whole Group: Data Collection Number Sense Teacher Directed Lesson Journal Writing	**Whole Group:** Data Collection Number Sense Journal Writing **Small Groups:** Teacher Time Math Centers Problem Solving	**Whole Group:** Data Collection Number Sense Teacher Directed Lesson Journal Writing	**Whole Group:** Data Collection Number Sense Journal Writing **Small Groups:** Teacher Time Math Centers Problem Solving	**Whole Group:** Data Collection Number Sense Functional Math Skills Computational Practice Partner/Cooperative Work Performance Tasks Journal Writing

Science and Social Studies Instructional Framework

Table 4. TSILL's Science & Social Studies/Global Studies Instructional Framework for Grades K-8

<table>
<tr><th>Opening</th><th>Application/Work Session</th><th>Closing</th></tr>
<tr><td rowspan="2">Warm-Up: An activating strategy to activate prior knowledge or connection to previously taught skill
Open Q&A or Partner Talk
Demonstration
Mini-lesson & Modeling:
Explicit instruction aligned to:
Science Standards
Essential Questions
Vocabulary in Context
Set explicit performance goals and expectations for application/work session.</td><td>Teacher:
Facilitate independent and small group work
Monitor and document student progress
Monitor use of equipment and adherence to safety guidelines
Conference with students
Provide small group instruction</td><td>Teacher:
Summarize learning and links learning to standards
Restate essential question
Determine next steps for future instruction by checking for understanding</td></tr>
<tr><td>Student:
Work independently, in small groups, and/or pairs to apply learning from Opening Session
Engage in Inquiry:
Questioning
Collecting and Connecting Evidence
Explaining
Justifying Work
Engage in research and guided practice

Engage in Partner/Teacher Talk using the language of the standards

Engage in content area reading and writing to learn targeted skill</td><td>Student:
Summarize the main concepts for the day
Answer essential question
Provide feedback to peers by sharing, assessing and defending their work using the language of the standard</td></tr>
</table>

Blended Learning Formats

Table 5. Blended Learning Formats

Blended Learning Formats	
Flipped Classroom Model	In a flipped classroom, students are provided individualized learning that provides one-on-one assistance to students. Content is learning available outside of the classroom for students to learn at their own pace.
Station Rotation Model	Within a given subject, students rotate at fixed points to different learning stations, of which one is an online learning station. In-class modifications of this model can include the whole class rotating among activities together or dividing the class into small group rotations.
Lab Rotation Model	Students rotate at a fixed point from the general classroom to a learning/computer lab to participate in online learning.
Flex Model	Students are able to move flexibly through different learning modalities with the goal of optimizing their learning experience based on their specific needs. Students can receive face-to-face support for small-group instruction, group projects, and individual tutoring on a flexible and adaptive as-needed basis. Those students that need minimal support will participate in online learning with tasks that may direct them to meet with the teacher or peers periodically.

Tab 5: Service Learning Rmmjigr

Updated with the **K-12 Service-Learning Standards for Quality Practice**

K-12 Service-Learning Project Planning Toolkit

2009 Updated Edition



Created by
RMC Research Corporation for Learn and Serve America's National Service-Learning Clearinghouse

A5-002

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Planning Your Service-Learning Project: An Introduction

Service-learning can help your students become better learners, classmates, and citizens, and can help them make a valuable contribution to their communities. However, to be successful, your project must be organized so that both student learning and service experiences achieve the best results. The materials in this planning guide are intended to help you and your students take the first steps toward creating an effective project. While the materials here are based on the research about what works, this planning guide is not intended to be a comprehensive review of the rationale for using service-learning or the research behind it. Rather, this guide provides practice tools and advice to help you to implement and improve service-learning in your classroom.

These materials contain information about the five core components of a service-learning project:

- investigation
- planning and preparation
- action
- reflection
- demonstration of results and celebration

The information is organized into an overview and five chapters, each addressing the components. Assessment is discussed throughout each chapter. Each chapter includes two types of documents: guides and worksheets. Guides include a brief explanation of the particular component of service-learning being discussed, an example of how a real-world project has worked with this component, questions to guide your thinking, and suggested resources for further exploration. Each guide is also accompanied by a worksheet designed to walk you and your students through the process of planning each component of a service-learning project.

Woven throughout the phases or components of service-learning, you will see ways to ensure that your program meets the Standards and Indicators for K-12 Quality Service-Learning. Research shows that when these standards and indicators are in place, outcomes from service-learning are higher.

Standards and Indicators of K-12 Quality Service-Learning

Duration and Intensity

Standard: ***Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.***

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Link to Curriculum

Standard: ***Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.***

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Meaningful Service

Standard: ***Service-learning actively engages participants in meaningful and personally relevant service activities.***

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Youth Voice

Standard: ***Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.***

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Diversity

Standard: ***Service-learning promotes understanding of diversity and mutual respect among all participants.***

Indicators

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Partnerships

Standard: ***Service-learning partnerships are collaborative, mutually beneficial, and address community needs.***

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.

4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Reflection

Standard: ***Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.***

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Progress Monitoring

Standard: ***Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.***

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

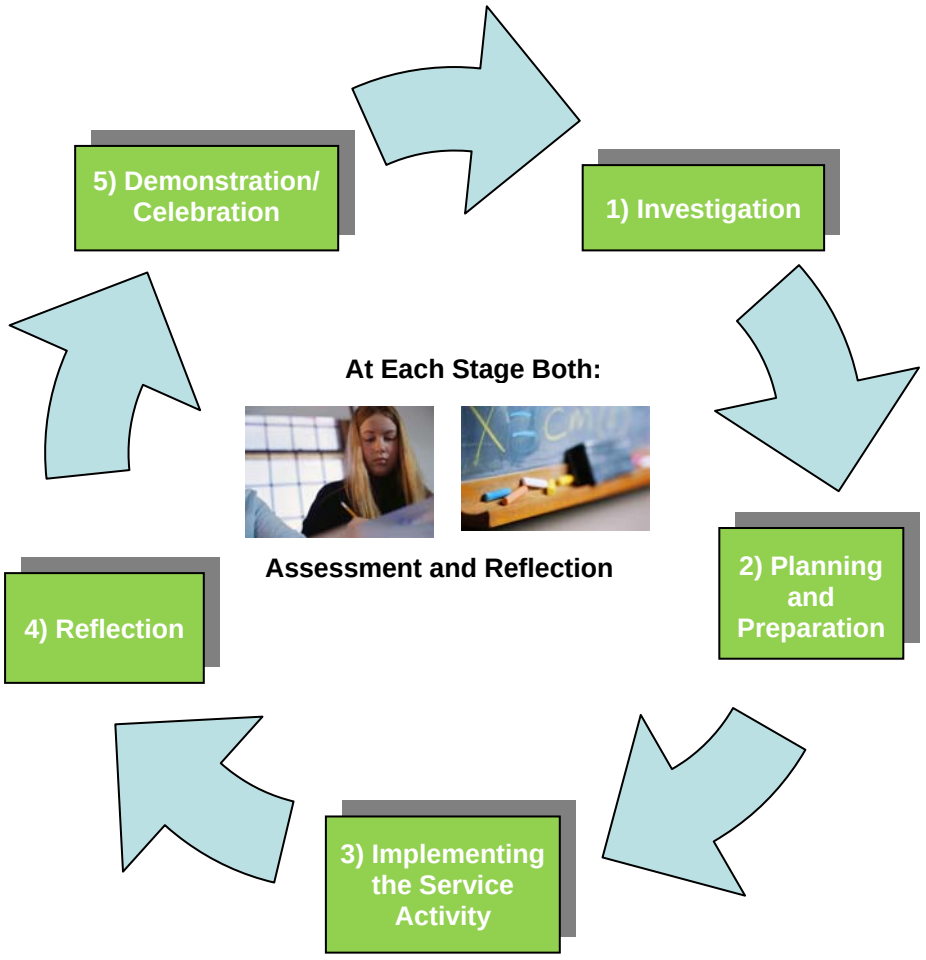
At every point of planning and implementation, service-learning participants should assess the quality of their approaches to ensure they are meeting the standards and indicators.

These guides and worksheets will help you and your students to implement a well-organized project, including:

- choosing a meaningful problem for your service-learning project;
- linking the project to your state's curriculum framework and citizenship and social-emotional learning goals;
- developing an assessment plan;
- implementing a high quality service-learning activity;
- designing reflection activities; and
- organizing a demonstration/celebration culminating event.

Before you begin your planning, please turn to the Overview to read a description of the core components and ongoing activities of service-learning projects.

Service-learning: An Overview



A typical service-learning project includes five components:

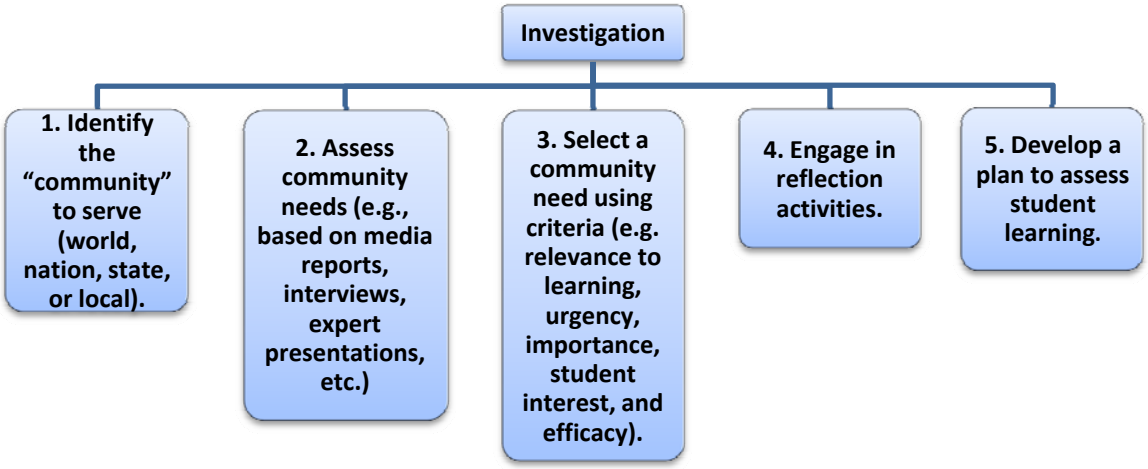
1. *Investigation*: Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.
2. *Planning and Preparation*: Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.
3. *Action* (Implementing the Service Activity): The "heart" of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.
4. *Reflection*: Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and
5. *Demonstration/Celebration*: The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction.

These components are the building blocks of any service-learning project. Now that you have reviewed them, please turn to Chapter 1 to begin planning your service-learning project.

Chapter 1: Investigation

In the first phase of service-learning, Investigation, you and your students work to identify the community problem that will be addressed. The following graphic shows the steps in the Investigation phase.



There are many approaches teachers use to work with students to investigate community problems. Often students engage in a *community mapping activity*. In this type of activity, the students walk through the community using a set of questions to guide their observations. They note what is going on in the environment (Are the sidewalks or pathways littered? Does the stream look and smell dirty? Are there community agencies around the school that serve people in need? Are there places for the elderly to sit? Are there homeless people sleeping on benches?). Community mapping activities often lead to selection of issues such as working with the environment, the homeless, senior citizens, hospitals, and other agencies that are in the neighborhood. Some people use a school mapping activity with younger children, where they investigate the issues around the school, such as how the outside of the school looks (walls, cafeteria, etc.) and discover that they may wish to engage in recycling or school beautification. Resources you can use for community mapping are in the Resource section.

Another common approach to investigating community problems is to *review the newspaper*. Collect newspapers for about a week or two in advance of the activity, and then distribute them to the students. Have the students identify the various strengths and challenges at the global, national, state, and local level by cutting out the articles in the newspaper and listing them. Newspaper investigations tend to lead to working on service activities that are more global in nature, such as environmental issues, policy-related issues such as transportation, job training, technology-based projects, and working with children of prisoners, helping infants, and so forth.

A third approach that some teachers use is some sort of *brainstorming activity*. Students may be asked to whom they would give money if they were a philanthropist, or which global, national, or state problem they think is the worst and that they would like to do

something about. There are several tools you can use for this purpose, as listed in the forms section.

No matter which of these approaches you use, it is good to do two other things. First, you should add a research component. Students should be helped to document the nature of the problem that they identified. Younger students can count the amount of litter they see, weigh the waste in the cafeteria, or otherwise document a problem. Older students can research the issue on the Internet or by conducting surveys of neighborhood people, their parents, or others. The idea here is to teach the students how to gather evidence. *This evidence should be used to determine a baseline against which they can measure their impact.* Being able to do this helps young people realize how much of a difference they can make and raises their sense of efficacy and desire to volunteer again.

The second thing you need to do is help students come to a consensus on what community problems they will address. It's good to have the students work in groups because they learning teamwork and collaboration skills and they are more likely to be successful. However, the students need to feel that they "own" the problem, so teachers need to use some way to have the students identify the one or two problems they will address. Some ideas for helping students come to consensus are in the Resource section.

In helping students to decide, you may wish to keep four criteria in mind:

- relevance to academic learning – tie in to the curriculum or standards/objectives you want to cover during the school year;
- urgency and importance;
- student interest/engagement in the project; and efficacy (anticipating that students will actually be able to make a difference).

Also be sure that students have voice in making the decisions and that they plan something that will be meaningful to them and to the community.

Example: High School - Philadelphia, Pennsylvania
At a high school in Philadelphia, the community partner assisted the teacher in helping students to develop a short community survey asking middle school students and community members to identify the top five problems facing their neighborhood and community. The students identified multiple problems and narrowed their interests down to two: helping children who were in the foster child system due to abuse or neglect or helping young people avoid underage drinking. The community partner then arranged for guest speakers on the two topics. The guest speakers on the foster care system included an agency representative that worked to place foster children and a person who had been a foster child and now was a successful lawyer and child advocate. The guest speakers on underage drinking included a community agency representative who discussed the extent of the problem and a physician who discussed how drinking affects the brain and impairs driving ability. After the speakers presented to the class, the students engaged in a dialogue about what to do and what they could best affect in the time they had available within the school year. They decided to see what they could do for foster children. The community partner helped the students brainstorm by reviewing a survey of foster

children's needs and the students also conducted Internet research and interviews of children living in a homeless shelter. The students found out that the children often were rescued in the evening or night time and removed from the setting with only the clothes they were wearing, so in the new setting, they had only used clothing and little of their own. The students decided that the foster children needed to have their own things, so they developed a service project to collect used suitcases to give to the workers who rescued the children. In addition, they collected stuffed animals and storybooks, and raised money to buy t-shirts and other clothing of various sizes.

Guiding Questions

As you and your students engage in Investigation, answering several questions may help guide you through the process:

1. What is the overall purpose of the service-learning project? What impacts do you hope the project will have on students and the community they serve?
2. How will you facilitate student choice of the "community" they want to serve?
3. What activities and resources will you provide to assist students in assessing community needs?
4. How will you use the criteria of relevance to academic learning; urgency and importance; student interest/engagement; and efficacy to help students select the problem for the project?
5. What content standards and benchmarks will working on this problem allow students to meet?
6. What civic and other learning goals do you hope to meet within the project?

Ways to tie the project into academic, civic, and other goals and other aspects of planning are presented next, in Chapter 2: Planning and Preparation.

Resources

1. **The National Service-Learning Clearinghouse (**www.servicelearning.org**).** The Clearinghouse is a repository for books, research, tools, program descriptions, and many other ideas for planning and implementing your service-learning project.

2. **Kaye, C. B. (2004). The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action, Minneapolis, MN: Free Spirit Publishing.** A comprehensive guide to all aspects of planning and implementing service-learning projects, this book provides background information about service-learning, ideas for projects in a variety of areas (e.g., the environment and social justice) and a "bookshelf" of youth literature appropriate for different grade levels and service-learning projects.

3. **The Corporation for National and Community Service (CNCS),** www.nationalservice.org
   The primary agency responsible for federal initiatives to involve Americans of all ages in service-learning and volunteerism, the Corporation administers Senior Corps, AmeriCorps, and Learn and Serve America for K-12 schools and institutions of higher education. Its website includes information for grant seekers and recipients, as well as a Resource Center with tools for designing service-learning and community service programs.

4. **The National Service-Learning Partnership (NSLP), www.service-learningpartnership.org**
   A network of teachers, administrators, students, and policymakers committed to expanding service-learning nationwide, NSLP's website offers resources on planning, reflection, assessment, standards, student voice, funding, and other topics of interest for teachers at varying levels of expertise.

Worksheet One: Investigation
Part A. Getting Started

How will you help the students identify a community problem? ➢ *Community mapping?* ➢ *Newspaper investigation?* ➢ *Brainstorming?* ➢ *Other?*
How will you help students develop investigation or research skills? ➢ *Teach them how to construct and administer a survey and analyze results?* ➢ *Teach them how to search the Internet, identify sources, and convey information?* ➢ *Teach them how to interview others?* ➢ *Teach them how to be good observers and documenters?*
How will you come to consensus on the one or two community problems to address? ➢ *Consensus building?* ➢ *Dot voting?* ➢ *Other?*
How will you ensure that the project has: ➢ *A link to curricular objectives?* ➢ *Urgency and importance?* ➢ *Student interest and engagement?* ➢ *Efficacy?*

Part B. Establishing a Baseline

List the baseline information to document the problem. The baseline information should be quantifiable so you can revisit and see your impact at the end of the project.

Examples:

- Currently, our school has 50 pounds of trash every day and no recycling.
- Currently, the incidence of children at the homeless shelter with a Vitamin D deficiency is 50%.
- Currently, 90% of students at our school think that bullying is a big problem.
- Currently, 2 senior citizens in the local independent living center know how to use e-mail.

Your baseline statement and sources of evidence:

Baseline Statement	Sources of Evidence

Part C. Weaving in Reflection

All phases of service-learning should have a reflection component. You can weave your reflection in as part of the investigation activities or you can reflect on progress at the end of the phase. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website. Some sample activities include:

- *If I Had a Million Dollars:* A fun way to think about community problems that are important to you by having participants use a pie chart and divide up their funds for philanthropic purposes.
- *What Worked and How Did I Do?*: A reflection activity to help participants examine their own behaviors in helping the group come to consensus, and an investigation of the ways to persuade others.

Part D. Assessing Your Effectiveness and Impact

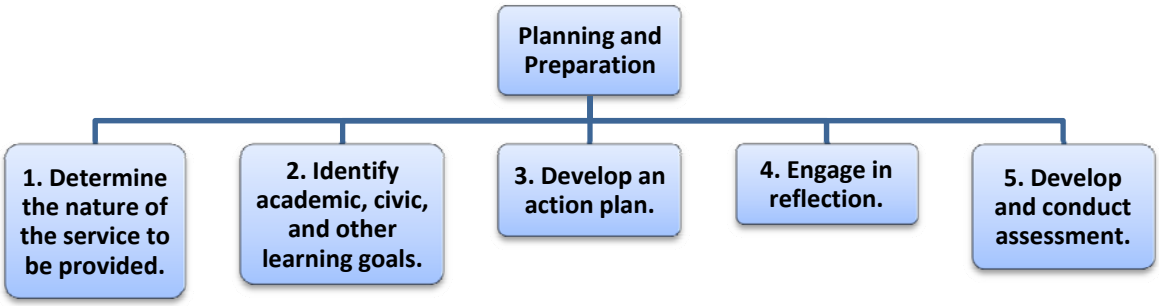
How will you know you were successful in the Investigation phase? What assessment tools will you use? Examples: checklist of research skills acquired; rubric on collaborative processes; essay on steps for decision making; assessment of interview skills.

Your assessment plan:

What you will assess	How you will assess it

Chapter Two: Planning and Preparation

In the second phase of service-learning, planning and preparation, you, your students, and the community members with whom you work will identify the service problem, determine the specific service that will be provided, develop an action plan, identify the academic and other goals the project will meet, engage in reflection, and develop an assessment plan. The following graphic shows the steps in the Planning and Preparation phase:



Students should have considerable voice in planning and preparation, making most of the decisions with guidance from adults. The action plan should have a detailed plan for how services will be provided, along with persons responsible, team members, timeline, resources needed, and indicators of success. An assessment of readiness for service and training activities should be included in the action plan. Many teachers use this as an opportunity to teach students how to organize projects or work and relate the planning to other relevant aspects of students' lives. It is also good during this phase to weave in perspective-taking activities so that the students think about what it will be like for the service recipients, community partners, and others involved in the project.

Administrative Tasks

Making arrangements for students to carry out service-learning projects involves many administrative issues, such as scheduling, obtaining parent permission and involvement, gaining administrator agreement to let students miss traditional classes, arranging for transportation, and managing risk. Forms for organizing these tasks appear toward the end of this chapter.

Elementary School - Wirtz, Virginia

Fourth and fifth grade students decide to conduct a spring service-learning project that will benefit their local historical park. Some students customize and present a play by a local author about the history of their area, while others serve as tour guides for the park. To prepare students for the project, teachers engaged in several activities, including identifying the Virginia Standards of Learning in literacy, communications, history, and citizenship that the project would meet; forming partnerships with park staff, members of the Historical Society, and the original author of the historical play; planning lessons to teach students about the story, script writing, and public speaking;

and familiarizing the children with the park. In collaboration with the service-learning coordinator, teachers also completed several logistical tasks, such as obtaining parent permission for park visits, scheduling transportation and chaperones, arranging a class visit from the author of the historical play, requesting parent assistance in making costumes, and organizing children's story boards, and writing a coherent script.

Guiding Questions

As you and your students engage in Planning and Preparation, you may wish to address the following questions:

1. Once you and the students identify a potential problem area, what questions about the problem and possible solutions should they try to answer through their library and Internet research?
2. What is the specific service to be provided? How does the service relate to the overall purpose of the service-learning activity? How does it address the areas of impact that you hope it will have on the students and the community? Will it successfully address the area that you measured to establish the baseline of the problem?
3. How will you facilitate student decision-making about the specific type of service to be provided and the division of labor that is needed to implement the project?
4. What content standards and benchmarks will be met as students plan and provide the service activities?
5. What civic goals will the project address? What civic knowledge, skills (e.g., informed decision making, listening, expressing their opinions), and dispositions (e.g., tolerance, sense of responsibility for others, believing they can make a difference in the world) will be acquired?
6. What other learning do you hope students will gain from the project (e.g., social skills, career exploration, learning to manage conflict, and/or learning about themselves)?
7. How can you ensure that the community partners are part of the vision, planning, and preparation phases?
8. How will you assess the students' readiness for the project? What do your students need to understand about the social problem, the community and organizations with whom they will work, the recipients of service, and themselves? What skills do they need to have (e.g., communicating with others, conducting experiments, planning activities) What attitudes and values should they have? What strategies will you use to ensure that students have the prerequisite knowledge, skills, attitudes, and values?
9. How will you weave reflection activities into this component?
10. What types of assessment will you use to determine progress toward meeting specific service-learning project goals and learning objectives while they are working on this phase of the project?

Resources

In addition to the resources listed under Investigation, these resources may also be helpful:

1. **Florida Learn and Serve,** www.fsu.edu/sl/standards.html
   Provides several types of resources to help teachers link service-learning to content standards, including profiles of projects designed by Florida teachers in different subject areas and grade levels, lists of the standards each project meets, and a table with all Florida standards and ideas for addressing them at each phase of service-learning.

2. **The Texas Center for Service-Learning,** www.txcsl.org/stars.php
   Offers several resources to help teachers plan service-learning projects, including S.T.A.R.S., a comprehensive rubric for assessing your service-learning project. The five points of the S.T.A.R.S. project provide advice on how to weave in student leadership, thoughtful service, authentic learning, reflective practice, and substantive partnerships.

3. **Service-Learning and Assessment: A Field Guide for Teachers,**
   www.servicelearning.org/library/lib_cat/?library_id=1727
   Developed by a national group of service-learning practitioners, this downloadable guide suggests a variety of naturally occurring classroom and service activities, such as KWL, anchor tasks, and reflection that can be used as standards-based assessments.

4. **Compendium of Assessment and Research Tools (CART),**
   www.cart.rmcdenver.com
   A searchable database of tools for measuring service-learning and other youth development programs. The site provides descriptions of numerous instruments that can be used to measure all aspects of service-learning programs, including their design, implementation, outcomes, and community and school contexts.

5. **QNA,** www.ecs.org/QNA
   This searchable database has ways to construct your own assessments of civic knowledge, skills, and dispositions and school citizenship climate.

6. **KIDS Consortium,** www.kidsconsortium.org
   Based in Maine, KIDS Consortium is dedicated to facilitating the efforts of teachers, students, and facilitators to create and implement meaningful service-learning. Two comprehensive guides for planning are available:
   - KIDS as Planners – A Guide to Strengthening Students, Schools and Communities Through Service-Learning
   - Reform, Resiliency and Renewal – KIDS in Action

Worksheet Two: Planning
Part A. Action Planning Form

*Project Title:*_____

Time frame for the Service Activity: _____

Lesson Plans

Based on your answers to the questions in Guide 2, create lesson plans for each step in the Service Activity phase of the project.

Step One: Researching the problem.	**Step Two: Selecting a solution.**
Dates: _____	Dates: _____
Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:

Step Three: Writing an Action Plan	**Step Four: Orientation and Training #1.**
Dates: _____	Dates: _____
Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:

Step Five: Orientation and Training #2 and introducing reflection assignment during service. Dates: _____ Goals: Materials and Resources: Activities: Assessment Plan:	**Step Six: Students begin their service project.** Dates: _____ Goals: Materials and Resources: Activities: Assessment Plan:

Administrative Tasks

Making arrangements for students to carry out service-learning projects involves many administrative issues, such as scheduling (possibly getting permission for students to miss classes), gaining parent permission and involvement, and managing risk. What challenges do you anticipate related to each issue? What resources (people, financial, etc.) could help you and your students with these challenges? What are your final strategies for addressing each administrative issue?

Administrative Issue	**Challenges**	**Resources**	**Strategies**
Scheduling the service experience			
Gaining administrator permission and support			
Gaining parent permission and support			
Transportation			
Materials and equipment needs			
Potential risks			

Part B. *Project Overview*

Project Title:
Subject area/Grade Level :
Service problem:

Part C. *Linking service-learning to academic, civic, and other learning goals*

Purpose of the project.		
Academic Goals:		
Subject Area	Model Content Standards (list the standard number.)	Benchmark or Indicator
	1.	1.
		2.
		3.
	2.	1.
		2.
		3.
	3.	1.
		2.
		3.
	4.	1.

		2.
		3.
Subject Area	Model Content Standard	Benchmark or Indicator
	1.	1.
		2.
		3.
	2.	1.
		2.
		3.
	3.	1.
		2.
		3.
	4.	1.
		2.
		3.
Subject Area	Model Content Standard	Benchmark or Indicator
	1.	1.
		2.
		3.
	2.	1.
		2.
		3.
	3.	1.
		2.

		3.
	4.	1.
		2.
		3.

Civic Goals	1. Civic Knowledge	1.
		2.
		3.
	2. Civic Skills	1.
		2.
		3.
	3. Civic Attitudes and Values	1.
		2.
		3.

Other Goals (e.g., social skills, career preparation)
1.
2.
3.
4.
5.

Part D. Weaving in Reflection

Remember that all phases of service-learning should have a reflection component. You can weave your reflection in as part of the planning and preparation activities or you can reflect on progress at the end of the phase. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website. Some sample activities include:

- *Paseo Wheel:* Form inner and outer circles to reflect on the preparation and planning phase. First ask the inner circle to respond to the questions, "What went well and what would I improve to make the planning and preparation phase better?" The outer circle listens, and then summarizes what was said. The outer circle then responds to the question, "What would we tell people to do differently next time?" while the inner circle listens. The inner circle then summarizes what was said. The group comes to consensus on the lessons learned that they want to convey to next year's class.
- *Transferring Learning:* Remind the students of the action planning process that they used to plan their service-learning project. Then ask them to illuminate the steps they would take to plan a vacation, buy a car, or plan a wedding, using the same approach they used to plan the service project. Look for ways to parallel the steps, engage in the same type of consensus building approach, and the same sorts of assessments (how will you know you were successful?)

Part E. *Creating an Assessment Plan*

1. Plan for assessing students' readiness to learn and serve:

2. Plan for students' progress during Planning and Preparation and the Service Activity (Formative assessment)

Learning Goal	Description of the assessment task (e.g., during student research, pre-service discussions or writing assignments, during the service itself, or on reflection during service)

3. Plan for Assessing Overall Student Achievement (Summative Assessment)

Goals	Summative Assessment Task

Chapter Three: Action - Implementing the Service Activity

Once you have completed the investigation, planning, and preparation, the next step in service-learning is to implement the service activity. Because it is the focal point of your project, it is crucial that you, your students, and the community members implement your service activities well. Typically the implementation phase includes training and service provision, along with the reflection and assessment that should be integrated into every phase. A good idea for reflection and assessment is to ask questions to help link the service to academic and civic learning and ask how students feel about the service and their abilities to make a difference.

Even if your action plan is excellent, you should anticipate the types of problems that may occur and how you will address them. Many teachers include this in the training that occurs before the service.

During the action phase, you want to be sure that the students are:

- Engaged, actively exploring, using inquiry and hands-on approaches
- Given opportunities to work with an adult other than a family member or teacher
- Engaged in perspective taking
- Given the opportunity to see that the service is genuinely meeting community needs

High School – Humble, Texas

At a high school in Humble Texas, seniors participate in a comprehensive, year-long project that meets all the criteria for high quality service. After participating in service-learning projects through 9th, 10th, and 11th grades, 12th grade students enroll in a Senior Seminar, a capstone service-learning course. During the fall semester, students identify and conduct research on a global social issue about which they feel passionate concern. During the second semester, they work in teams to develop and implement action plans that address the global issue. Action plans must build awareness of the issue, include research, address a community need, and be sustainable after the end of the school year. Specific requirements within the Senior Seminar include:

- *A formal research paper;*
- *Frequent advisory meetings;*
- *Regular group meetings;*
- *Three oral presentations, including a subtopic speech, social action speech, and a self-portrait (see below);*
- *Reflection assignments including a social action directory, project selection sheet specifying service-learning objectives mastered or practiced, project design sheet, and project evaluation sheet;*
- *A journal with at least one entry per week;*
- *A log of hours spend on designing, planning, implementing, and evaluating the project;*
- *Analysis of group dynamics as they related to workplace tools;*

- *A self-portrait completed in a format of the students' choice, including video, poetry, sculpture, painting, or another medium; and*
- *A portfolio including all of the research project components: academic samples from each discipline, the self-portrait, a wellness plan, career shadowing reflection, and a social action plan.*

At the end of the year, students must give a formal presentation using multimedia in which they highlight their individual research and the project itself.

Questions

Answering the following questions can help you in the Service Activity Phase:

1. In direct service activities, students interact with recipients of service or the physical environment they have targeted for improvement. Given the service problem, what types of direct service activities could the youth perform?
2. In advocacy service activities, students try to address the underlying causes of a social problem by attempting to influence policymakers or elected officials. Could an advocacy component be added to the project to enhance the learning and help students feel an even greater sense of efficacy?
3. How can you adopt, adapt, or create a rubric for students to use that ensures the service activity they select demonstrates the standards and indicators of high quality service-learning?
4. How can you ensure that all students benefit from the service activities and that all students find them to be meaningful?
5. How can you ensure that students understand and find mutual benefit with service recipients?
6. How can you make sure that your community partners are playing a significant, positive role in the lives of the students? How can you maximize the potential for the partners to serve as role models?
7. How will you address diversity issues within the service project, both before, during, and after service?
8. How can you keep students engaged in the service over time?
9. How can you implement service-learning so that teachers and other adults also find the service to be fulfilling?

Resources

The resources recommended for other phases are also pertinent in this phase. In addition, you may find the following resources helpful, especially those that have guidelines or examples for implementing service projects.

1. **Chicago Public Schools Service-Learning Website,**
   www.servicelearning.cps.k12.il.us/Curriculum.html
   This site provides a toolkit for teachers with background information on service-learning, a planning tool, rubric for assessing the quality of service-learning projects, and reflection resources and aids. It also offers complete curriculum guides on some topics such as aging, hunger, and poverty.

2. **Learning to Give,** www.learningtogive.org;
   also The League, www.leagueworldwide.org
   With a mission to educate young people about the volunteer sector, Learning to Give offers lessons, units, and resources for teaching about philanthropy and skills for giving back to the community. Lessons are standards-based and searchable by content and grade level. The League organizes the Learning to Give materials into group efforts with events, teams, and points for making a difference.

3. **National Youth Leadership Council (NYLC),** www.nylc.org
   As one of the most well established organizations in K-12 service-learning, NYLC offers many types of training, books, and technical assistance opportunities to teachers, including an annual conference called the National Service-Learning Conference. The NYLC website includes project ideas searchable by academic subject, grade level, project topic, and key word.

4. **Paul Coverdell World Wise Schools Service-Learning Rubric,**
   www.peacecorps.gov/wws/educators/lessonplans/
   Linked to the Peace Corps, this site provides a series of service-learning lessons organized around the idea of the "common good." Students explore the meaning of common good, then plan and implement a project based on what they have learned. The site also includes numerous ideas for international lesson plans and projects linked to Peace Corps activities.

5. **Cesar E. Chavez Foundation,** www.chavezfoundation.org
   The Cesar E. Chavez Foundation is dedicated to preserving the legacy of Cesar Chavez. The website has multiple sample lesson plans for service-learning, all of which are linked directly to the California State Standards and feature step-by-step guides, forms, and articles to read as part of the service-learning units.

Worksheet Three: Planning for Reflection

Part A: Checklist for Training and Orientation

_____ Students have been trained so they know how to conduct the service and what is expected of them.
_____ All students have meaningful roles to play.
_____ Students have been given guidance on how to perform tasks well together.
_____ The community partner understands and is on board with all activities.
_____ Students have engaged in troubleshooting conversations (what to do if….)
_____ Transportation has been arranged as needed.
_____ Needed materials and supplies have been secured.
_____ There are enough adult supervisors.
_____ All safety and other risk protections are in place.
_____ Parent permission forms have been obtained.
_____ Permission for pictures and publications have been obtained.
_____ The media have been invited (as appropriate).
_____ Reflection activities to take place during service have been planned.
_____ Explicit links to curriculum have been made.
_____ Administrators are aware of and supportive of the activity.

Part B: Weaving in Reflection

Remember that all phases of service-learning should have a reflection component. During service, it is important for students to have many opportunities of varying kinds to engage in reflection. While writing in a journal is one favorite approach used by many teachers, be sure to give students other ways to reflect either through artistic means, through deliberate dialogue, or any of a multitude of different means. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website. Some sample activities include:

- *Create a storyboard*: A story board is the devise cartoonists, advertisers, and some novelists use to capture the phases or tell the story that is unfolding. Students can storyboard their service activities, reflecting on the planning, and the specific action steps.
- *Make a mobile or establish another type of metaphor*. Students are often asked to represent their thinking in different ways on various tests. This reflection activity can be simple, such as asking, “What type of traffic sign does this experience bring to mind?” where students may say, “Yield” or “Slow down” or even “Caution, children at play.”
- *Use the plus, minus, delta chart*. This helps students identify what they liked, didn’t like and what they would change. Results can be used to revise the next set of activities.

Part C: Assessment

How will you assess the service phase of your service-learning project? One idea to consider is to use the rubrics on service-learning quality to have the students and other participants rate the experience. Another is to have the students engage in self-assessments about how well they collaborated, worked as a team, accomplished their goals, and so forth. What will you do?

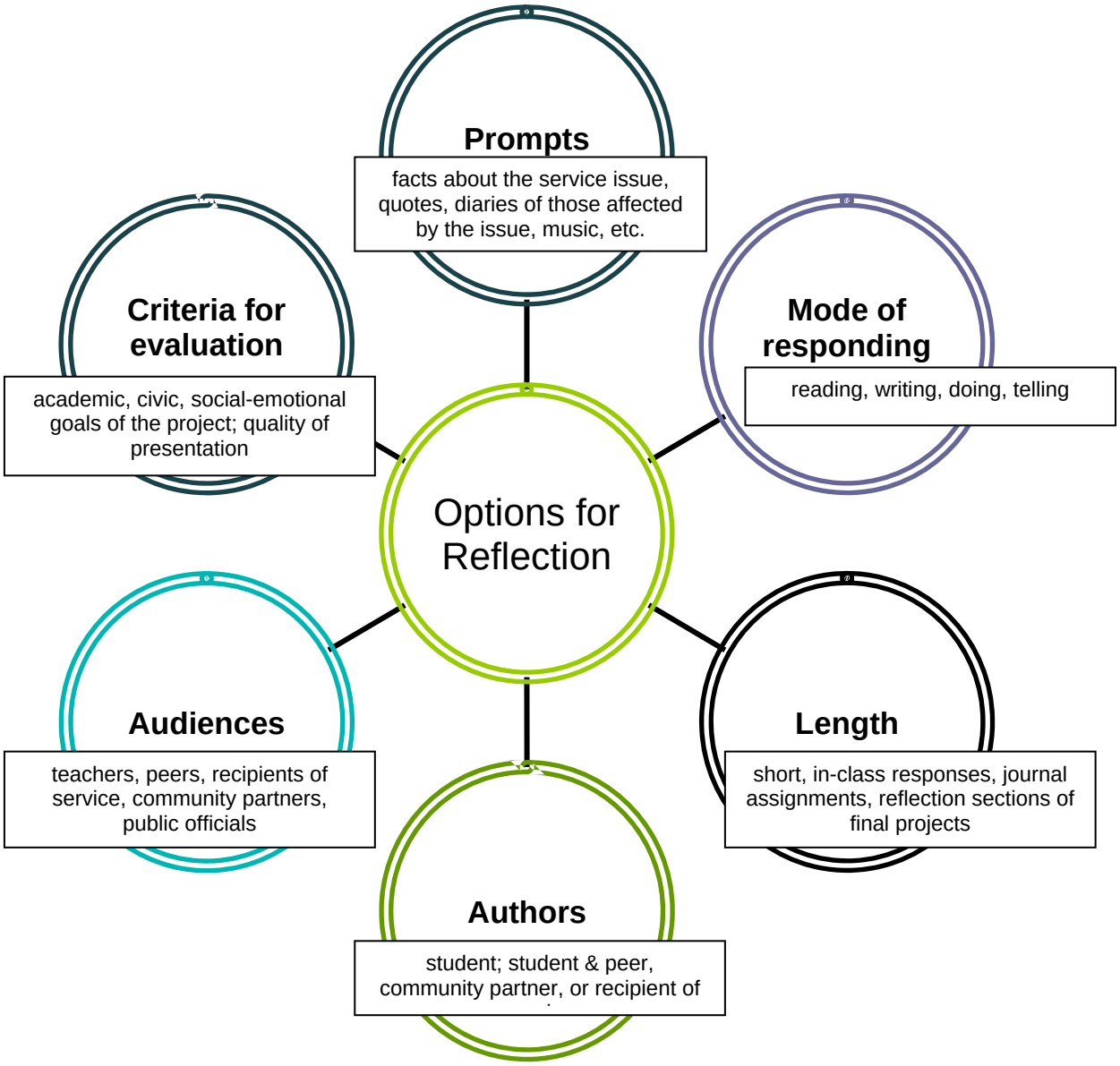
Idea for Assessment	How, when, and where to administer

Chapter Four: Reflection

As previously discussed, reflection should be woven through each of the phases. In the reflection phase that occurs after the service, your goal is to name and solidify the learning. During this phase, reflecting on the service-learning experience can encourage your students to:

- Connect classroom learning with learning from service, giving both greater meaning;
- Question their assumptions both about the causes and solutions of social problems and about those different from themselves;
- Improve their problem solving skills; and
- Develop a deeper understanding of themselves and their responsibilities as citizens of a democratic society.

Good reflection activities are continuous, connected, guided, allow feedback and assessment, and help to clarify student values. As the following diagram indicates, teachers have options for reflection assignments that can meet these criteria.


Options for Reflection
Prompts
facts about the service issue, quotes, diaries of those affected by the issue, music, etc.
Mode of responding
reading, writing, doing, telling
Length
short, in-class responses, journal assignments, reflection sections of final projects
Authors
student; student & peer, community partner, or recipient of
Audiences
teachers, peers, recipients of service, community partners, public officials
Criteria for evaluation
academic, civic, social-emotional goals of the project; quality of presentation

Miami-Dade School District, Florida

In the Miami-Dade district, the Bureau of Community Services hosts forums each spring for students and community members on issues of importance to the city. Forum topics from recent years have included proposed changes to Social Security law, the Miami Mayoral Election, health care, bullying, and fire safety. In the early part of the school year, students hear presentations by guest speakers from partner organizations associated with the issue, for example, the Gray Panthers. Throughout the year, they carry out an advocacy activity to address the forum topic, such as circulating petitions to preserve the Social Security system. At the forum, a team of students from each school presents their project. These presentations are followed by small group dialogues between students, community partners, and community members attending the forum. Finally, all participants write reflections in which they describe the highlight of the forum, what they learned, what they heard that made them think or surprised them, and what steps they could take next to inform government leaders and policy makers about their issue.

Questions

1. What reflection activities could you use to support the academic, civic, and social-emotional learning goals of the service-learning project before, during, and after completion?
2. If you plan to use discussion and journaling, are there forms of reflection you could use to encourage multiple modes of student response? For example, could your students write poetry or fiction about their projects, create paintings, sculpture, or dramatic pieces?
3. What reflection prompts (questions) before, during, and at the end of the project would encourage your students to go beyond simply describing or reporting their experiences? For example, what questions might push them to analyze the causes of social problems, to apply their academic learning to their service experience, or to evaluate the effectiveness of social services?
4. How could you broaden the social context for authoring beyond the individual student to make reflection more collaborative? How could you expand the audience beyond you as teacher to make it more authentic?

Resources

The resources listed in Guide 1 on Planning and Preparation contain valuable ideas for reflection. Other helpful resources include:

1. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection*. The authors explain how and why reflection is important in service-learning, using the words of students themselves, to describe its impacts. They explain different learning styles and give suggestions for matching reflection activities to students' styles. The book also includes numerous ideas for reflection, using the modes of reading, writing, doing, and telling.
   Eyler, J., Giles, D., & Schmiede, A. (1996) Nashville, TN: Vanderbilt University.

2. *Connecting Thinking and Action: Ideas for Service-Learning Reflection*. This guide provides a variety of reflection activities for different subjects and grade levels. Activities are included for each phase of reflection, including the service activity, pre-service, during, and post-service. RMC Research Corporation. (2003). Denver, CO: RMC Research Corporation. www.rmcdenver.com

3. *Reflection: A Guide to Effective Service-Learning.* Sponsored by the National Dropout Prevention Center, this guide offers tools and ideas for creating learning environments and facilitating reflection during each step of a service-learning project. www.dropoutprevention.org/publica/servlear_pub/servlear_pub2.htm

4. The *Disney Channel* website. A complete guide to service-learning including ideas for reflection for each step of a service-learning project. www.disney.go.com/disneychannel/learningtoserve

Worksheet Three: Planning for Reflection

Using the above chart of options, plan the reflection assignments you will use before, during, and at the conclusion of the service activity.

Phase of Service-Learning	Reflection Assignment	Prompts	Mode of Responding	Length	Authors	Audiences
Planning and Preparation						
During the Service Activity						

During the Culminating Event						

What goals will each reflection activity allow you to meet?

Chapter Five: Demonstration/Celebration

Demonstration and celebration of learning and impact are important parts of your service-learning project that can provide you, your students, and your community partners with a meaningful conclusion to the project and an opportunity to think ahead to the future. In an effective demonstration and celebration, students show influential others how they impacted the community and how they themselves have changed as a result of their service-learning activities. A high-quality demonstration and celebration event recognizes and rewards students' sense of efficacy and motivation to serve and reinforces community members' commitment to your program. It provides a public forum for students to display their knowledge, which encourages them to synthesize what they have learned through service, provides an authentic context for assessment, and builds community members' expertise with respect to the community problem. Finally, a high quality demonstration and celebration event engages participants in analyzing and developing potential solutions to the new set of social issues signaled by the end for the service-learning project, further enhancing their problem solving skills and dedication to service.

Teachers have several options for demonstration and celebration events, including

Demonstrating Impact on the Community	Demonstrating Impact on Self	Celebrating Accomplishments
• Measurement on a neighborhood quality index • Poster exhibition • Showcase • Portfolio fair	• Self portraits • Autobiographies • Story Boards • Pre/post measures of knowledge, skills, or behaviors	• Recognition at a school-wide ceremony • Awards • A tour of the service site to observe progress
• Development of products such as Power Points, oral presentations, websites, videos, booklets, before/after pictures of the community • Testimonials by service recipients	• Evaluation of student work by experts, community partners, recipients of service, or panels of judges • Sharing insights through issues forums	• Letters of recognition from community partners, elected officials, etc. • Service credits on the students' transcripts • Creation of a fund to support future service around the issue • Recognition during a traditional ceremony such as graduation

At WM. H. Turner Technical Arts High School, teachers Chris Kirchner and Jose Ugarte, who work with seniors in the school's Academy of Information Technology and Entrepreneurship, assign a service-learning project designed to improve students' writing ability, information technology skills, and civic dispositions and competencies. Early in the year, groups of students select a particular social issue (in 2003-04, for example, issues ranged from AIDS in Africa, to Miami's civil rights movement, to Social Security). Students investigate the issue, and their research provides the basis for an interview that is conducted with local volunteers and/or community activists. At the same time, students gather documents (e.g., newspaper articles, historical images) related to their issue. Research findings, videotapes of the interviews, and excerpts of documents are woven into a documentary, and the documentaries are refined and presented at a culminating event that includes students, teachers, interview subjects, senior citizens, district administrators, and the district's service-learning staff. Students begin their presentations by acknowledging what they learned from the interview subjects and their project. For example, a student who had interviewed a civil rights volunteer commented, "I learned that history is all around us. It's not just something in books, but it's all around us. We just need to unlock it." Documentaries are shown. At the end of the presentations, in keeping with tradition, students from each group "pass their project on" to a younger student to "keep the legacy going" and donate their videos to an archive in the library for community use.

Questions

Answering the following questions can assist you in planning your culminating event.

1. Who should plan the demonstration and celebration and what roles and responsibilities will each participant have?
2. What combination of demonstration and celebration activities would be the most meaningful for your students and community partners, and why?
3. What plans for demonstration will best allow your students to meet the academic goals of the project?
4. In what ways could the demonstrations be used as summative assessments? If they are used this way, who will evaluate student performance and what criteria will they use?
5. Which options for planning would contribute most to your students' civic and social-emotional learning? Which options would contribute most to the community?
6. How will you evaluate the success of the demonstration and celebration events and engage in continuous improvement?

Resources

The resources suggested in the previous sections offer helpful ideas for demonstration and celebration. In addition, the following resources are especially useful:

1. The *Disney Channel Service-Learning Website*, www.disney.go.com/disneychannel/learningtoserve/toolkit
   This site includes a brief explanation of celebration in service-learning and examples of possible activities.

2. Ida, A. & Rose, J. (2003). *Service Learning: The Classroom Companion to Character Education: A resource guide for teachers and facilitators,* www.highered.nysed.gov/kiap/PCPPU/service_learn/home.html
   This useful guide to all steps in developing a service-learning project contains creative ideas for culminating events and demonstrations, such as the Au Revoir Circle. It also offers celebration ideas for specific types of projects, including civic, environmental, and peer mentoring projects.

3. *Youth summits*
   Youth summits are a popular approach in law-related education in which adolescents, public officials, and others come together to discuss crucial social problems. Youth summits give young people an opportunity to present their ideas for solutions to problems to lawmakers, rather than having solutions imposed upon them. A sample book that addresses youth summits is Leiterman, H. (2000) *Youth Summits: Law-related education for violence prevention.* Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, ED446027.

4. *Senior Projects*, e.g., www.seniorproject.net
   Senior projects are culminating projects completed by students in their last year of high school. Typically a senior project includes conducting research and generating a research paper on a topic of interest, participating in field work related to the topic and documenting the service or field work that was accomplished, connecting it back to the topic of research, assembling a portfolio, and providing an oral presentation on the research and fieldwork, using a thesis statement, supporting arguments supported by research, summary of field work and what was learned, and conclusions. The oral presentation is generally judged by a panel of teachers, administrators, and/or community members. Many senior projects assign mentors to work with students, and most often schools ask a teacher to coordinate the projects in return for release time. Often senior projects culminate in a showcase of learning. Senior project approaches can be adapted for all levels.

Worksheet Five: Demonstration and Celebration

The purpose of this template is to help you plan a final event that honors students' efforts, allows them to share what they have learned and the impact on the community, and build on their service-learning for the future.

Title of the event	
Date and time	
Location	
Participants and their roles	1. 2. 3. 4. 5. 6.
How will you invite participants to the event?	
What are your specific activities for demonstration and celebration?	
Attach an agenda	
How will you evaluate success?	
How will you engage your students and others in reflection about the demonstration/celebration?	

Tab 6:

Full Curriculum

Reading English Language Arts K-8 ~ Pages : A6-002 - A6-058

Mathematics K-8 ~Pages: A6-059 - A6-096

Social Studies K-8 ~ Pages: A6-097 - A6-158

Science K-8 ~ Pages: A6-159 - A6-192

Dance K-8 ~ Pages: A6-193 - A6-212

Theatre Arts K-8 ~ Pages: A6-213 - A6-233

Visual Arts K-8 ~ Pages: A6-234 - A6-276

Music K-8 ~ Pages: A6-277 - A6-326

Foreign Languages K-8 ~ Pages: A6-327 - A6-406

Health K-8 ~ Pages: A6-407 - A6-492

Physical Education K-8 ~ Pages: A6-493 - A6-550

Georgia Standards of Excellence (GSE)

ELEMENTARY

Kindergarten – Grade 5

Note: The standards that have been revised are noted in RED text.

ELEMENTARY (K – 5)

KINDERGARTEN (K)

Reading Literary RL

Key Ideas and Details

ELAGSEKRL1	With prompting and support, ask and answer questions about key details in a text.
ELAGSEKRL2	With prompting and support, retell familiar stories, including key details.
ELAGSEKRL3	With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

ELAGSEKRL4	With prompting and support, ask and answer questions about unknown words in a text.
ELAGSEKRL5	Recognize common types of texts (e.g., storybooks, poems).
ELAGSEKRL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

ELAGSEKRL7	With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).
ELAGSEKRL8	(Not applicable to literature).
ELAGSEKRL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

ELAGSEKRL10	Actively engage in group reading activities with purpose and understanding.

Reading Informational RI

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Key Ideas and Details

ELAGSEKRI1	With prompting and support, ask and answer questions about key details in a text.
ELAGSEKRI2	With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).
ELAGSEKRI3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

ELAGSEKRI4	With prompting and support, ask and answer questions about unknown words in a text.
ELAGSEKRI5	Identify the front cover, back cover, and title page of a book.
ELAGSEKRI6	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

ELAGSEKRI7	With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).
ELAGSEKRI8	With prompting and support, identify the reasons an author gives to support points in a text.
ELAGSEKRI9	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

ELAGSEKRI10	Actively engage in group reading of informational text with purpose and understanding.

Reading Foundational **RF**

Print Concepts

ELAGSEKRF1 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

ELAGSEKRF2 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

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(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, onesyllable words to make new words.

Phonics and Word Recognition

ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
b. Demonstrate basic knowledge of long and short sounds for the given major vowels.
c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

ELAGSEKRF4 Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

Writing **W**

Text Types and Purpose

ELAGSEKW1 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…).*

ELAGSEKW2 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.

ELAGSEKW3 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

ELAGSEKW4 *(Begins in grade 3).*

ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.

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Research to Build and Present Knowledge

ELAGSEKW7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
ELAGSEKW8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELAGSEKW9	*(Begins in grade 4).*

Range of Writing

ELAGSEKW10	*(Begins in grade 3).*

Speaking and Listening **SL**

Comprehension and Collaboration

ELAGSEKSL1	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.
ELAGSEKSL2	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.
ELAGSEKSL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELAGSEKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELAGSEKSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELAGSEKSL6	Speak audibly and express thoughts, feelings, and ideas clearly.

Language (L)

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Conventions of Standard English

ELAGSEKL1 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.

ELAGSEKL2 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 soundletter relationships.

Knowledge of Language

ELAGSEKL3 *(begins in grade 2).*

Vocabulary Acquisition and Use

ELAGSEKL4 With guidance and support, 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.

ELAGSEKL5 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. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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ELAGSEKL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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ELEMENTARY (K – 5)

GRADE 1

Reading Literary RL

Key Ideas and Details

ELAGSE1RL1	Ask and answer questions about key details in a text.
ELAGSE1RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
ELAGSE1RL3	Describe characters, settings, and major events in a story, using key details.

Craft and Structure

ELAGSE1RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELAGSE1RL5	Explain major difference between texts that tell stories and texts that give information.
ELAGSE1RL6	Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

ELAGSE1RL7	Use illustrations and details in a story to describe its characters, setting, or events.
ELAGSE1RL8	(Not applicable to literature).
ELAGSE1RL9	Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

ELAGSE1RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Informational RI

Key Ideas and Details

ELAGSE1RI1	Ask and answer questions about key details in a text.
ELAGSE1RI2	Identify the main topic and retell key details of a text.
ELAGSE1RI3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

ELAGSE1RI4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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ELAGSE1RI5	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.
ELAGSE1RI6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

ELAGSE1RI7	Use illustrations and details in a text to describe its key ideas.
ELAGSE1RI8	Identify the reasons an author gives to support points in a text.
ELAGSE1RI9	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

ELAGSE1RI10	With prompting and support, read informational texts appropriately complex for grade 1.

Reading Foundational **RF**

Print Concepts

ELAGSE1RF1 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

ELAGSE1RF2 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).

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Phonics and Word Recognition

ELAGSE1RF3 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.

Fluency

ELAGSE1RF4 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.
d. Read grade-appropriate irregularly spelled word.

Writing **W**

Text Types and Purpose

ELAGSE1W1 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.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1W3 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

ELAGSE1W4 *(Begins in grade 3).*

ELAGSE1W5 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).

ELAGSE1W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

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Research to Build and Present Knowledge

ELAGSE1W7	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).
ELAGSE1W8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
ELAGSE1W9	*(Begins in grade 4).*

Range of Writing

ELAGSE1W10	*(Begins in grade 3).*

Speaking and Listening **SL**

Comprehension and Collaboration

ELAGSE1SL1	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.
ELAGSE1SL2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELAGSE1SL3	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

ELAGSE1SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELAGSE1SL5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELAGSE1SL6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Language **L**

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Conventions of Standard English

ELAGSE1L1 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 sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
k. Print with appropriate spacing between words and sentences.

ELAGSE1L2 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

ELAGSE1L3 *(begins in grade 2).*

Vocabulary Acquisition and Use

ELAGSE1L4 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*).

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ELAGSE1L5 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.

ELAGSE1L6 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*).

ELEMENTARY (K – 5)

GRADE 2

Reading Literary RL

Key Ideas and Details

ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.

ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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Integration of Knowledge and Ideas

ELAGSE2RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELAGSE2RL8	(Not applicable to literature).
ELAGSE2RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

ELAGSE2RL10	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.

Reading Informational RI

Key Ideas and Details

ELAGSE2RI1	Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
ELAGSE2RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
ELAGSE2RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

ELAGSE2RI4	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
ELAGSE2RI5	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.
ELAGSE2RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

ELAGSE2RI7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
ELAGSE2RI8	Describe how reasons support specific points the author makes in a text.
ELAGSE2RI9	Compare and contrast the most important points presented by two texts on the same topic.

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Range of Reading and Level of Text Complexity

ELAGSE2RI10 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.

Reading Foundational RF

Print Concepts Kindergarten and 1st grade only.

Phonological Awareness Kindergarten and 1st grade only.

Phonics and Word Recognition

ELAGSE2RF3 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.

Fluency

ELAGSE2RF4 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.
d. Read grade-appropriate irregularly spelled words.

Writing W

Text Types and Purpose

ELAGSE2W1 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.

ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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ELAGSE2W3 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

ELAGSE2W4 *(Begins in grade 3).*

ELAGSE2W5 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.

ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Research to Build and Present Knowledge

ELAGSE2W7 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).

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2W9 *(Begins in grade 4).*

Range of Writing

ELAGSE2W10 *(Begins in grade 3).*

Speaking and Listening **SL**

Comprehension and Collaboration

ELAGSE2SL1 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.

ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3 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.

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Presentation of Knowledge and Ideas

ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL5 With guidance and support, 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.

ELAGSE2SL6 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.)

Language **L**

Conventions of Standard English

ELAGSE2L1 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. Create documents with legible handwriting.

ELAGSE2L2 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

ELAGSE2L3 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

ELAGSE2L4 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.

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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.

ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods tha*t 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*).

ELAGSE2L6 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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ELEMENTARY (K – 5)

GRADE 3

Reading Literary RL

Key Ideas and Details

ELAGSE3RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELAGSE3RL2	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.
ELAGSE3RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

ELAGSE3RL4	Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
ELAGSE3RL5	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.
ELAGSE3RL6	Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

ELAGSE3RL7	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).
ELAGSE3RL8	(Not applicable to literature).
ELAGSE3RL9	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).

Range of Reading and Level of Text Complexity

ELAGSE3RL10	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.

Reading Informational RI

Key Ideas and Details

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ELAGSE3RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELAGSE3RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
ELAGSE3RI3	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

ELAGSE3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELAGSE3RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
ELAGSE3RI6	Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

ELAGSE3RI7	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).
ELAGSE3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
ELAGSE3RI9	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

ELAGSE3RI10	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.

Reading Foundational **RF**

Print Concepts Kindergarten and 1st grade only.

Phonological Awareness Kindergarten and 1st grade only.

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Phonics and Word Recognition

ELAGSE3RF3 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 suffixes.
b. Decode words with common Latin suffixes.
c. Decode multi-syllable words.
d. ~~Read grade-appropriate irregularly spelled words.~~

Fluency

ELAGSE3RF4 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.
d. Read grade-appropriate irregularly spelled words.

Writing **W**

Text Types and Purpose

ELAGSE3W1 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.

ELAGSE3W2 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.

ELAGSE3W3 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.

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Production and Distribution of Writing

ELAGSE3W4	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.)
ELAGSE3W5	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.)
ELAGSE3W6	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

Speaking and Listening **SL**

ELAGSE3W7	Conduct short research projects that build knowledge about a topic.
ELAGSE3W8	Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
ELAGSE3W9	*(Begins in grade 4).*

Range of Writing

ELAGSE3W10	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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Comprehension and Collaboration

ELAGSE3SL1 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.

ELAGSE3SL2 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.

ELAGSE3SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

ELAGSE3SL4 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.

ELAGSE3SL5 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.

ELAGSE3SL6 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.)

Language **L**

Conventions of Standard English

ELAGSE3L1 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.*

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i. Produce simple, compound, and complex sentences.
j. Write legibly in cursive.

ELAGSE3L2 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

ELAGSE3L3 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

ELAGSE3L4 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.

ELAGSE3L5 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*).

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ELAGSE3L6	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*).

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ELEMENTARY (K – 5)

GRADE 4

Reading Literary — RL

Key Ideas and Details

ELAGSE4RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELAGSE4RL3	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).

Craft and Structure

ELAGSE4RL4	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).
ELAGSE4RL5	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.
ELAGSE4RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

ELAGSE4RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.
ELAGSE4RL8	(Not applicable to literature).
ELAGSE4RL9	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.

Range of Reading and Level of Text Complexity

ELAGSE4RL10	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.

Reading Informational — RI

Key Ideas and Details

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ELAGSE4RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELAGSE4RI3	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

ELAGSE4RI4	Determine the meaning of general academic language and domainspecific words or phrases in a text relevant to a grade 4 topic or subject area.
ELAGSE4RI5	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.
ELAGSE4RI6	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

ELAGSE4RI7	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.
ELAGSE4RI8	Explain how an author uses reasons and evidence to support particular points in a text.
ELAGSE4RI9	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

ELAGSE4RI10	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.

Reading Foundational **RF**

Print Concepts Kindergarten and 1st grade only.

Phonological Awareness Kindergarten and 1st grade only.

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Phonics and Word Recognition

ELAGSE4RF3 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

ELAGSE4RF4 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.

Writing **W**

Text Types and Purpose

ELAGSE4W1 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.

ELAGSE4W2 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.

ELAGSE4W3 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.

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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

ELAGSE4W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in Standards 1–3 above.)
ELAGSE4W5	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.)
ELAGSE4W6	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

ELAGSE4W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELAGSE4W8	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.
ELAGSE4W9	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

ELAGSE4W10	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

ELAGSE4SL1 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.

ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

ELAGSE4SL4 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.

ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELAGSE4SL6 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.)

Language **L**

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Conventions of Standard English

ELAGSE4L1 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 helping/linking verbs 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 rhetorically poor fragments and run-ons.*
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*
h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.

ELAGSE4L2 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

ELAGSE4L3 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).

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Vocabulary Acquisition and Use

ELAGSE4L4 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.

ELAGSE4L5 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).

ELAGSE4L6 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).

ELEMENTARY (K – 5)

GRADE 5

Reading Literary **RL**

Key Ideas and Details

ELAGSE5RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELAGSE5RL2 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.

ELAGSE5RL3 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).

Craft and Structure

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ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELAGSE5RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELAGSE5RL6	Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

ELAGSE5RL7	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).
ELAGSE5RL8	(Not applicable to literature).
ELAGSE5RL9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

ELAGSE5RL10	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.

Reading Informational **RI**

Key Ideas and Details

ELAGSE5RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ELAGSE5RI3	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

ELAGSE5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELAGSE5RI5	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.
ELAGSE5RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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Integration of Knowledge and Ideas

ELAGSE5RI7	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.
ELAGSE5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
ELAGSE5RI9	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

ELAGSE5RI10	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.

Reading Foundational **RF**

Print Concepts Kindergarten and 1st grade only.

Phonological Awareness Kindergarten and 1st grade only.

Phonics and Word Recognition

ELAGSE5RF3 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

ELAGSE5RF4 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.

Writing **W**

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Text Types and Purpose

ELAGSE5W1 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.

ELAGSE5W2 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.

ELAGSE5W3 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

ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in Standards 1–3 above.)

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ELAGSE5W5	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.)
ELAGSE5W6	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

ELAGSE5W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELAGSE5W8	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.
ELAGSE5W9	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

ELAGSE5W10	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.

Speaking and Listening **SL**

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Comprehension and Collaboration

ELAGSE5SL1 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.

ELAGSE5SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE5SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

ELAGSE5SL4 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.

ELAGSE5SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELAGSE5SL6 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.)

Language **L**

Conventions of Standard English

ELAGSE5L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb 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*).

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ELAGSE5L2 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

ELAGSE5L3 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

ELAGSE5L4 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.

ELAGSE5L5 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.

ELAGSE5L6 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*).

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Georgia Standards of Excellence (GSE)

MIDDLE SCHOOL

Grade 6 – Grade 8

Note: The standards that have been revised are noted in RED text.

MIDDLE SCHOOL (6 – 8)

GRADE 6

Reading Literary RL

Key Ideas and Details

ELAGSE6RL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE6RL2	Determine a theme and/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.
ELAGSE6RL3	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.

Craft and Structure

ELAGSE6RL4	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.
ELAGSE6RL5	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.
ELAGSE6RL6	Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

ELAGSE6RL7	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.
ELAGSE6RL8	(Not applicable to literature).
ELAGSE6RL9	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.

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Range of Reading and Level of Text Complexity

ELAGSE6RL10	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.

Reading Informational **RI**

Key Ideas and Details

ELAGSE6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE6RI2	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.
ELAGSE6RI3	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

ELAGSE6RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ELAGSE6RI5	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.
ELAGSE6RI6	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

ELAGSE6RI7	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.
ELAGSE6RI8	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.
ELAGSE6RI9	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

ELAGSE6RI10	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 Purpose

ELAGSE6W1 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.

ELAGSE6W2 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.

ELAGSE6W3 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.

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e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

ELAGSE6W4 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.)

ELAGSE6W5 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.)

ELAGSE6W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELAGSE6W8 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.

ELAGSE6W9 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

ELAGSE6W10 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.

Speaking and Listening **SL**

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Comprehension and Collaboration

ELAGSE6SL1 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.

ELAGSE6SL2 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.

ELAGSE6SL3

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

ELAGSE6SL4 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.

ELAGSE6SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELAGSE6SL6 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.)

Language **L**

Conventions of Standard English

ELAGSE6L1 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).*

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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.*

ELAGSE6L2 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

ELAGSE6L3 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

ELAGSE6L4 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).

ELAGSE6L5 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*).

ELAGSE6L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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MIDDLE SCHOOL (6 – 8)

GRADE 7

Reading Literary — RL

Key Ideas and Details

ELAGSE7RL1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE7RL2	Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELAGSE7RL3	Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Craft and Structure

ELAGSE7RL4	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.
ELAGSE7RL5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELAGSE7RL6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

ELAGSE7RL7	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).
ELAGSE7RL8	(Not applicable to literature).
ELAGSE7RL9	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.

Range of Reading and Level of Text Complexity

ELAGSE7RL10	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.

Reading Informational — RI

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Key Ideas and Details

ELAGSE7RI1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE7RI2	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.
ELAGSE7RI3	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

ELAGSE7RI4	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.
ELAGSE7RI5	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.
ELAGSE7RI6	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

ELAGSE7RI7	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).
ELAGSE7RI8	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.
ELAGSE7RI9	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

ELAGSE7RI10	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.

Writing **W**

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Text Types and Purpose

ELAGSE7W1 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.

ELAGSE7W2 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.

ELAGSE7W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured 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.

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Production and Distribution of Writing

ELAGSE7W4	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.)
ELAGSE7W5	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.)
ELAGSE7W6	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

ELAGSE7W7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ELAGSE7W8	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.
ELAGSE7W9	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

ELAGSE7W10	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.

Speaking and Listening **SL**

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Comprehension and Collaboration

ELAGSE7SL1 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.

ELAGSE7SL2 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.

ELAGSE7SL3 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

ELAGSE7SL4 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.

ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELAGSE7SL6 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.)

Language **L**

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Conventions of Standard English

ELAGSE7L1 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 compoundcomplex sentences to signal differing relationships among ideas.
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

ELAGSE7L2 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

ELAGSE7L3 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

ELAGSE7L4 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).

ELAGSE7L5 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*).

ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and

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domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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MIDDLE SCHOOL (6 – 8)

GRADE 8

Reading Literary RL

Key Ideas and Details

ELAGSE8RL1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE8RL2	Determine a theme and/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.
ELAGSE8RL3	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.

Craft and Structure

ELAGSE8RL4	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.
ELAGSE8RL5	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.
ELAGSE8RL6	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.

Integration of Knowledge and Ideas

ELAGSE8RL7	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.
ELAGSE8RL8	(Not applicable to literature).
ELAGSE8RL9	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.

Range of Reading and Level of Text Complexity

ELAGSE8RL10	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.

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Reading Informational **RI**

Key Ideas and Details

ELAGSE8RI1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE8RI2	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.
ELAGSE8RI3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

ELAGSE8RI4	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.
ELAGSE8RI5	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.
ELAGSE8RI6	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

ELAGSE8RI7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
ELAGSE8RI8	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.
ELAGSE8RI9	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

ELAGSE8RI10	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.

Writing **W**

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Text Types and Purpose

ELAGSE8W1 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.

ELAGSE8W2 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.

ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured 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.

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Production and Distribution of Writing

ELAGSE8W4	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.)
ELAGSE8W5	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.)
ELAGSE8W6	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

ELAGSE8W7	Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELAGSE8W8	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.
ELAGSE8W9	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

ELAGSE8W10	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.

Speaking and Listening **SL**

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Comprehension and Collaboration

ELAGSE8SL1 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.

ELAGSE8SL2 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.

ELAGSE8SL3 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

ELAGSE8SL4 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.

ELAGSE8SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELAGSE8SL6 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.)

Language **L**

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Conventions of Standard English

ELAGSE8L1 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.*

ELAGSE8L2 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

ELAGSE8L3 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

ELAGSE8L4 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).

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ELAGSE8L5 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*).

ELAGSE8L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and

Counting and Cardinality K.CC

Know number names and the count sequence.

MGSEK.CC.1 Count to 100 by ones and by tens.

MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

MGSEK.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).

Count to tell the number of objects.

MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. **(one-to-one correspondence)**

b. Understand that the last number name said tells the number of objects counted **(cardinality)**. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

MGSEK.CC.5 Count to answer 'how many?" questions.

a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.

b. Given a number from 1-20, count out that many objects.

c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)

Compare numbers.

MGSEK.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.[1]

MGSEK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

[1] Include groups with up to ten objects.

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Operations and Algebraic Thinking
K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

MGSEK.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.

MGSEK.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. (drawings need not include an equation).

MGSEK.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.

MGSEK.OA.5 Fluently add and subtract within 5.

Number and Operations in Base Ten
K.NBT

Work with numbers 11–19 to gain foundations for place value.

MGSEK.NBT.1 ***Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine*** **ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)**

Measurement and Data
K.MD

Describe and compare measurable attributes.

MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight. ***For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"***

MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

[2] Drawings need not show details, but should show the mathematics in the problem.

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MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

Geometry

K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

MGSEK.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*.

MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.

MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

MGSEK.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).

MGSEK.G. 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

MGSEK.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?"*

Mathematics | Grade 1

[3] *Limit category counts to be less than or equal to 10.*

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Operations and Algebraic Thinking
1.OA

Represent and solve problems involving addition and subtraction.

MGSE1.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.[4]

MGSE1.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.

Understand and apply properties of operations and the relationship between addition and subtraction.

MGSE1.OA.3 Apply properties of operations as strategies to add and subtract.[5]
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.)

MGSE1.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

MGSE1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

MGSE1.OA.6 Add and subtract within 20.

a. **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).**
b. **Fluently add and subtract within 10.**

Work with addition and subtraction equations

[4] *See Glossary, Table 1*
[5] *Students need not use formal terms for these properties. Problems should be within 20.*

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MGSE1.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.

MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to 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 = Δ.

Number and Operations in Base Ten
1.NBT

Extend the counting sequence

MGSE1.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.

Understand place value

MGSE1.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."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine 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).

MGSE1.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 <.

Use place value understanding and properties of operations to add and subtract.

MGSE1.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 ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MGSE1.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.

MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 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. (e.g.,70 – 30, 30 – 10, 60 – 60)

MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)

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Measurement and Data
1.MD

Measure lengths indirectly and by iterating length units

MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

MGSE1.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. (Iteration)

Tell and write time.

MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

MGSE1.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.

Geometry
1.G

Reason with shapes and their attributes.

MGSE1.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.

MGSE1.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.[6] *This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.*

MGSE1.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.

[6] Students do not need to learn formal names such as "right rectangular prism."

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Mathematics | Grade 2

Operations and Algebraic Thinking
2.OA

Represent and solve problems involving addition and subtraction.

MGSE2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions. [7]

Add and subtract within 20.

MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies.[8] By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

MGSE2.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.

MGSE2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten
2.NBT

Understand place value.

MGSE2.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:

a. 100 can be thought of as a bundle of ten tens — called a "hundred."
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).

MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

[7] See Glossary, Table 1.
[8] See standard 1.OA.6 for a list of mental strategies.

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MGSE2.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.

Use place value understanding and properties of operations to add and subtract.

MGSE2.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.

MGSE2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

MGSE2.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.

MGSE2.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.

MGSE2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.[9]

Measurement and Data
2.MD

Measure and estimate lengths in standard units.

MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. *For example, an inch is longer than a centimeter.* (Students are not expected to convert between systems of measurement.)

MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

MGSE2.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.

[9] Explanations may be supported by drawings or objects.

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MGSE2.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.

Work with time and money

MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MGSE2.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?*

Represent and interpret data

MGSE2.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.

MGSE2.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[10] using information presented in a bar graph.

Geometry

2.G

Reason with shapes and their attributes.

MGSE2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[11] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

MGSE2.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.

Mathematics | Grade 3

[10] See Glossary, Table 1.

[11] Sizes are compared directly or visually, not compared by measuring.

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Operations and Algebraic Thinking
3.OA

Represent and solve problems involving multiplication and division.

MGSE3.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.*

MGSE3.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 (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

MGSE3.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.[12] ‡See Glossary: *Multiplication and Division Within 100*.

MGSE3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. *For example, determine the unknown number that makes the equation true in each of the equations, 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide.[13] *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.)*

MGSE3.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.*

Multiply and divide within 100

MGSE3.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.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

[12] See glossary, Table 2.

[13] Students need not use formal terms for these properties.

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MGSE3.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. ‡[14]

‡
See Glossary, Table 2

MGSE3.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.***
‡
See Glossary, Table 3

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[15]

MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

MGSE3.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.

MGSE3.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.

Number and Operations – Fractions[16]
3.NF

Develop understanding of fractions as numbers.

MGSE3.NF.1 Understand a fraction
1 / *b* **as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction);**

a 1 3
understand a fraction / *b* **as the quantity formed by a parts of size** / *b*. **For example,** / *b* **means there are** *b* 4
three $\frac{1}{4}$ **parts, so** $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$**.**

[14] This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (Order of Operations).
[15] A range of algorithms will be used.
[16] Grade 3 expectations in this domain are limited to fractions with denominators of 2, 3, 4, 6, and 8.

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MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. Represent a fraction $\frac{1}{b}$ 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 $\frac{1}{b}$. Recognize that a unit fraction $\frac{1}{b}$ is located $\frac{1}{b}$ whole unit from 0 on the number line.

b. Represent a non-unit fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line.

MGSE3.NF.3 Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.

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 with denominators of 2, 3, 4, 6, and 8, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.**

c. **Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 =* $\frac{6}{2}$ (3 wholes is equal to six halves); recognize that $\frac{3}{1} = 3$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.**

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.**

Measurement and Data
3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

MGSE3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g.,

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by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.

MGSE3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[17] 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.[18]

Represent and interpret data

17 3
Excludes compound units such as cm and finding the geometric volume of a container.

18
Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

MGSE3.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.*

MGSE3.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.

Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.

MGSE3.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.

MGSE3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

MGSE3.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.
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.

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c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
d. ~~**Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**~~

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

MGSE3.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.

Geometry
3.G

Reason with shapes and their attributes.

MGSE3.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.

MGSE3.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.*

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Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and

Operations and Algebraic Thinking
4.OA

Use the four operations with whole numbers to solve problems.

MGSE4.OA.1 **Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity.**

a. **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.**
b. **Represent verbal statements of multiplicative comparisons as multiplication equations.**

MGSE4.OA.2 **Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.** [17]

MGSE4.OA.3 **Solve multistep word problems 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 symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**

Gain familiarity with factors and multiples.

MGSE4.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.

Generate and analyze patterns.

MGSE4.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. Explain informally why the pattern will continue to develop in this way.** ***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.***

Number and Operations in Base Ten[18]
4.NBT

Generalize place value understanding for multi-digit whole numbers.

[17] See Glossary, Table 2.
[18] Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

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MGSE4.NBT.1 Recognize that in a multi-digit whole number, a digit in any 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.*

MGSE4.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.
MGSE4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

MGSE4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MGSE4.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**.**

MGSE4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and onedigit 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.

Number and Operations – Fractions[19]
4.NF

Extend understanding of fraction equivalence and ordering.

MGSE4.NF.1 Explain why two or more fractions are equivalent $\frac{a}{b} = \frac{n \times a}{n \times b}$ ~~ee.~~ = $\frac{1}{4} \quad \frac{3 \times 1}{3 \times 4}$ **by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.**
MGSE4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$**. 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.**

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

MGSE4.NF.3 Understand a fraction a/b **with a numerator >1 as a sum of unit fractions** $1/b$ **.**

[19] Grade 4 expectations in this domain are limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100.

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a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
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.*
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.
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.

MGSE4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model.

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).*
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.)*
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?*

Understand decimal notation for fractions, and compare decimal fractions.

MGSE4.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.[20] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

MGSE4.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.*

MGSE4.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.

Measurement and Data
4.MD

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

[20] 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 at this grade.

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MGSE4.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.

a. **Understand the relationship between gallons, cups, quarts, and pints.**
b. **Express larger units in terms of smaller units within the same measurement system.**
c. **Record measurement equivalents in a two column table.**

MGSE4.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.

MGSE4.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.

Represent and interpret data.

MGSE4.MD.4 Make a line plot to display a data set of measurements in fractions ~~of~~ a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition and subtraction of fractions with common denominators 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.*

Geometric Measurement: understand concepts of angle and measure angles.

MGSE4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

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.
b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

MGSE4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

MGSE4.MD.7 Recognize angle measure as additive. When an angle is decomposed into nonoverlapping 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 or letter for the unknown angle measure.

MGSE4.MD.8 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.

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Geometry
4.G

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

MGSE4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

MGSE4.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.

MGSE4.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.

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Mathematics | Grade 5

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Operations and Algebraic Thinking 5.OA

Write and interpret numerical expressions.

MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

MGSE5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Analyze patterns and relationships.

MGSE5.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.

Number and Operations in Base Ten 5.NBT

Understand the place value system.

MGSE5.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.

MGSE5.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.

MGSE5.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 × (1/100) + 2 × (1/1000).
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

MGSE5.NBT.4 Use place value understanding to round decimals up to the hundredths place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

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MGSE5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.

MGSE5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models. (e.g., rectangular arrays, area models)

MGSE5.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.

Number and Operations – Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

MGSE5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.

MGSE5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + ½ = 3/7, by observing that 3/7 < ½.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

MGSE5.NF.3 Interpret a fraction as division of the numerator by the denominator (*a*/*b* = *a* ÷ *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. *Example:* $\frac{3}{5}$ *can be interpreted as "3 divided by 5 and as 3 shared by 5".*

MGSE5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction.

Examples: $\frac{a}{b} \times q$ **as** $\frac{a}{b} \times \frac{q}{1}$ **and** $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$

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.

MGSE5.NF.5 Interpret multiplication as scaling (resizing), by:

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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. ***Example: 4 x 10 is twice as large as 2 x 10.***

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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

MGSE5.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.

MGSE5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. [21]

a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.

b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual *fraction* models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Measurement and Data 5.MD

Convert like measurement units within a given measurement system.

MGSE5.MD.1 Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems. Represent and interpret data.

MGSE5.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 redistributed equally.*

[21] Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

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Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.

MGSE5.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.

MGSE5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

MGSE5.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.

Geometry **5.G**

Graph points on the coordinate plane to solve real-world and mathematical problems.

MGSE5.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).

MGSE5.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.

Classify two-dimensional figures into categories based on their properties.

MGSE5.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.*

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MGSE5.G.4 Classify two-dimensional figures in a hierarchy based on properties (*polygons, triangles, and quadrilaterals*).

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Grade 6| Content Standards

Ratios and Proportional Relationships 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

MGSE6.RP.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."*

MGSE6.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. *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."*

MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.

MGSE6.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.

MGSE6.RP.3b 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?*

MGSE6.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); given a percent, solve problems involving finding the whole given a part and the part given the whole.

MGSE6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. *For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?*

The Number System 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem. *For example:*

- ***Create a story context for*** $(2/3) \div (3/4)$ ***and use a visual fraction model to show the quotient;***

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- ***Use the relationship between multiplication and division to explain that*** $(2/3) \div (3/4) = 8/9$ ***because*** $3/4$ ***of*** $8/9$ ***is*** $2/3$. ***(In general,*** $(a/b) \div (c/d) = ad/bc$.***)***
- ***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?***

Compute fluently with multi-digit numbers and find common factors and multiples.

MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.

MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.

a. **Find the greatest common factor of 2 whole numbers and 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 factors. (GCF)** ***Example: 36 + 8 = 4(9 + 2)***
b. **Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.**

Apply and extend previous understandings of numbers to the system of rational numbers.

MGSE6.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.

MGSE6.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.

MGSE6.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.

MGSE6.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.

MGSE6.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.

MGSE6.NS.7 Understand ordering and absolute value of rational numbers.

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MGSE6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret* $-3 > -7$ *as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*
MGSE6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.*

MGSE6.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. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*

MGSE6.NS.7d Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*

MGSE6.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.

Expressions and Equations 6.EE

Apply and extend previous understandings of arithmetic to algebraic expressions.

MGSE6.EE.1 Write and evaluate numerical expressions involving whole-number exponents**.**

MGSE6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.

MGSE6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as* $5-y$.

MGSE6.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. *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.*

MGSE6.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). *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* $s = 1/2$.

MGSE6.EE.3 Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression* $3(2+x)$ *to produce the equivalent expression* $6+3x$*; apply the distributive property to the expression* $24x+18y$ *to produce the equivalent expression* $6(4x+3y)$*; apply properties of operations to* $y+y+y$ *to produce the equivalent expression* $3y$.

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MGSE6.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). *For example, the expressions* $y + y + y$ *and* $3y$ *are equivalent because they name the same number regardless of which number* y *stands for.*

Reason about and solve one-variable equations and inequalities.

MGSE6.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.

MGSE6.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.

MGSE6.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.

MGSE6.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 independent variables.

MGSE6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another.

- **a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.**
- **b. 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.***

Geometry 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

MGSE6.G.1 Find area of right triangles, other triangles, 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.

MGSE6.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 (1/2 u), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = (length) x (width) x (height) and V= (area of base) x (height) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

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MGSE6.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.

MGSE6.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 realworld and mathematical problems.

Statistics and Probability 6.SP

Develop understanding of statistical variability.

MGSE6.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. *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.*

MGSE6.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.

MGSE6.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.

MGSE6.SP.4 Display numerical data in plots on a number line, including dot plots (line plots), histograms, and box plots.

MGSE6.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).**
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.**

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Content standards for Grade 7 are arranged within the following domains and clusters:

Ratios and Proportional Relationships

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- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry
- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability
- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Grade 7| Content Standards

Ratios and Proportional Relationships 7.RP

Analyze proportional relationships and use them to solve real-world and mathematical problems.

MGSE7.RP.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.

MGSE7.RP.2 Recognize and represent proportional relationships between quantities.

MGSE7.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.
MGSE7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

MGSE7.RP.2c 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 $t = pn$.

MGSE7.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.

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MGSE7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, and fees.

The Number System 7.NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

MGSE7.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.

MGSE7.NS.1a Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. *For example, your bank account balance is -$25.00. You deposit $25.00 into your account. The net balance is $0.00.*

MGSE7.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. Interpret sums of rational numbers by describing real world contexts.

MGSE7.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.

MGSE7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.

MGSE7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

MGSE7.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.

MGSE7.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.

MGSE7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.
MGSE7.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.

MGSE7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Expressions and Equations 7.EE

Use properties of operations to generate equivalent expressions.

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MGSE7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

MGSE7.EE.2 Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. ***For example a + 0.05a = 1.05a means that adding a 5% tax to a total is the same as multiplying the total by 1.05.***

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

MGSE7.EE.3 Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing 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.***

MGSE7.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.

MGSE7.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. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

MGSE7.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. *For example, as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

MGSE7.EE.4c Solve real-world and mathematical problems by writing and solving equations of the form x+p = q and px = q in which p and q are rational numbers.

Geometry 7.G

Draw, construct, and describe geometrical figures and describe the relationships between them.

MGSE7.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.

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MGSE7.G.2 Explore various geometric shapes with given conditions. Focus on creating triangles from three measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

MGSE7.G.3 Describe the two-dimensional figures (cross sections) that result from slicing threedimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

MGSE7.G.4 Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

MGSE7.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.

MGSE7.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.

Statistics and Probability 7.SP

Use random sampling to draw inferences about a population.

MGSE7.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.

MGSE7.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. *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.*

Draw informal comparative inferences about two populations.

MGSE7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.
MGSE7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

Investigate chance processes and develop, use, and evaluate probability models.

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MGSE7.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.

MGSE7.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. Predict the approximate relative frequency given the probability. ***For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.***

MGSE7.SP.7 Develop a probability model and use it to find probabilities of events. Compare experimental and theoretical probabilities of events. If the probabilities are not close, explain possible sources of the discrepancy.

MGSE7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

MGSE7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

MGSE7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

MGSE7.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.

MGSE7.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.

MGSE7.SP.8c Explain ways to set up a simulation and use the simulation to generate frequencies for compound events. ***For example, if 40% of donors have type A blood, create a simulation to predict the probability that it will take at least 4 donors to find one with type A blood.***

Grade 8| Content Standards

The Number System 8.NS

Know that there are numbers that are not rational, and approximate them by rational numbers.

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MGSE8.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.

MGSE8.NS.2 Use rational approximation of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., π^2 to the nearest tenth). For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations 8.EE

Work with radicals and integer exponents.

MGSE8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{(-5)} = 3^{(-3)} = 1/(3^3) = 1/27$.

MGSE8.EE.2 Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $|x| \leq 25$) has 2 solutions and $x^3 = p$ (where p is a negative or positive rational number and $|x| \leq 10$) has one solution. Evaluate square roots of perfect squares ≤ 625 and cube roots of perfect cubes ≥ -1000 and ≤ 1000.

MGSE8.EE.3 Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*

MGSE8.EE.4 Add, subtract, multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Understand 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 (e.g. calculators).

Understand the connections between proportional relationships, lines, and linear equations.

MGSE8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*

MGSE8.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.

Analyze and solve linear equations and pairs of simultaneous linear equations.

MGSE8.EE.7 Solve linear equations in one variable.

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MGSE8.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).

MGSE8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

MGSE8.EE.8 Analyze and solve pairs of simultaneous linear equations (systems of linear equations).

MGSE8.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.

MGSE8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example,* $3x + 2y = 5$ *and* $3x + 2y = 6$ *have no solution because* $3x + 2y$ *cannot simultaneously be 5 and 6.*

MGSE8.EE.8c Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

Define, evaluate, and compare functions.

MGSE8.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.

MGSE8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

MGSE8.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. *For example, the function* $A = s^2$ *giving the area of a square as a function of its side length is not linear because its graph contains the points* $(1,1)$, $(2,4)$ *and* $(3,9)$, *which are not on a straight line.*

Use functions to model relationships between quantities.

MGSE8.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.

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MGSE8.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.

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

MGSE8.G.1 Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.

MGSE8.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.

MGSE8.G.3 Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.

MGSE8.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 twodimensional figures, describe a sequence that exhibits the similarity between them.

MGSE8.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. *For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.*

Understand and apply the Pythagorean Theorem.

MGSE8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

MGSE8.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.

MGSE8.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.

MGSE8.G.9 Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability 8.SP

Investigate patterns of association in bivariate data.

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MGSE8.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.
MGSE8.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.

MGSE8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

MGSE8.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.

- **a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.**
- **b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?***

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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.

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

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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

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
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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 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).

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.

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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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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
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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
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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
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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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10. analyze artifacts			I	D	D	M	A	A	A	A
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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 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.

Economic Understandings

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

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SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, firstserved; 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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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
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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
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GeorgiaStandards.Org
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES
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4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
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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 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.

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.

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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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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.

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

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"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.

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.

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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.

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).

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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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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.

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 (19141917) ultimately led the U.S. to join the fight against Germany; include the sinking of the

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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.

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.

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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.

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.

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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.

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

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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

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

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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 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.

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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.

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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.

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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.

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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.

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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.

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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

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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

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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

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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.

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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.

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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.

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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)

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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.

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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.

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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.

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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

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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**

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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

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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.

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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.
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.

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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.

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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.

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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.

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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 councilmanager 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.

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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 CocaCola, 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

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

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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

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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).

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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.

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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.

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Kindergarten Science Curriculum

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.

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).

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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.
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.)

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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

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.

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.

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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.
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.

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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.

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

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.
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.

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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.
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.

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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.

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

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.
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.

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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.

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.

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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.

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

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.

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.

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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

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.

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d. Demonstrate the relative size and order from the sun of the planets in the solar system.

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

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
b. Identify and find examples of surface features caused by destructive processes.

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- 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.

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.

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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

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.

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.

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Georgia Performance Standards for Science – Grade 6

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.

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.

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Georgia Performance Standards for Science – Grade 6

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.

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

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Georgia Performance Standards for Science – Grade 6

- 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.

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.

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Georgia Performance Standards for Science – Grade 6

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.
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

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.

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, twoway data tables, diagrams, and symbols.

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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.

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).
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

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.
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.

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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).
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.

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c. Investigate and explain that electric currents and magnets can exert force on each other.

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III. DANCE: Georgia Performance Standards

KINDERGARTEN (K) **DANCE**

Foundations – Fundamental concepts, principles, and skills

DKFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance

a. Recognizes basic terminology of creative movement elements (e.g., space, time, force, body)
b. Recognizes, recalls, and executes basic locomotor movements (e.g., walk, run, hop, jump, gallop)
c. Recognizes, recalls, and executes opposite and contrasting axial movements comprised of space, force, body shapes, and qualities (e.g., levels, sharp/smooth, curved/straight, heavy/light, swing, shake, float)
d. Demonstrates body awareness through body parts isolations and connections (e.g., upper-lower, body half, cross-lateral)
e. Demonstrates the difference between personal and general space
f. Demonstrates the ability to perform simple movements in response to oral instruction

DKFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness and full participation and awareness of others in the dance learning environment
b. Demonstrates focus and concentration in the performance of skills
c. Understands the difference between appropriate behaviors in a dance class and those of an audience member and dance observer

DKFD.3 Understands and applies dance science to movement and dance technique

a. Identifies general aspects of the human body applied to dance: "What is a muscle? What is a bone?
b. Identifies and/or isolates eight to ten body parts (e.g., head, arms, legs, hips, elbows, knees, neck, waist, wrists, ankles, hands, feet, fingers, toes)
c. Identifies the importance of healthy practices for dance

DKFD.4 Understands and applies music concepts to dance

a. Explores moving to music and responding to changes in tempo and qualities
b. Explores stopping, starting, and changing in response to music and sound

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Creating - Expression of ideas, experiences, feelings, and images

DKCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Explores working collaboratively with others
b. Identifies and then creates a dance sequence with a beginning, middle, and end
c. Engages in creative exploration of dance elements through structured improvisation and play (e.g., body, space, time, energy)
d. Explores problem solving skills through movement
e. Responds through movement to a variety of stimuli (e.g., scarves, songs, streamers, images)

DKCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning

a. Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness
b. Recognizes and accurately describes movement and dance elements.
c. Moves expressively to music or other accompaniment (e.g., sound, text)

Response – Reflection, analysis, and evaluation

DKRE.1 Demonstrates critical and creative thinking in all aspects of dance

a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)
b. Develops the ability to describe and reflects upon one's own dance as well as another's dance
c. Describes, compares, and contrasts movement elements of dance

Connections – Exchanging and relating ideas, experiences, and meanings

DKCO.1 Demonstrates and understands dance in various cultures and historical periods

a. Explores the role of dance in various cultures
b. Explores "Why we dance"

DKCO.2 Recognizes connections between dance and wellness

a. Explores the principles of a healthy body (e.g., nutrition)
b. Explores safe moving concept
c. Explores essential concepts for individual and group movement

DKCO.3 Integrates the use of technology and new media

a. Explores dance as an art form through the use of media and technology

DKCO.4 Demonstrates and understands dance as it relates to other areas of knowledge

a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts between dance and other subject areas

GRADE 1

Foundations – Fundamental concepts, principles, and skills

D1F.1 Identifies and demonstrates movement elements, s dance

a. Recognizes and recalls terminology of creative movement elements and sub-elements (e.g., levels, pathways, directions, speed, rhythm, energy, qualities, shapes)
b. Executes short sequences of basic locomotor movements (e.g., walk, run, hop, jump, gallop) in a variety of pathways, directions and levels
c. Executes short sequences of a range of axial movements comprised of space, force, body shapes and qualities (e.g., levels, sharp/smooth, curved/straight, heavy/light, swing/float)
d. Demonstrates body awareness through isolations, connections (e.g., body half, upper-lower, cross-lateral) as well as awareness of and accuracy of limb positions and axial pathways in personal space

D1F.2 Understands and models dance etiquette as a classroom participant, performer, and observer.

a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
b. Demonstrates focus and concentration in performance skills
c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer

D1F.3 Recognizes concepts of anatomy and kinesiology in movement a.
Explains the difference between muscles, bones and joints

b. Recognizes healthy practices that relate to dancing (e.g., warm up, cool down, nutrition, proper clothing)
c. Locates and/or isolates over ten body parts and applies isolations in a creative movement setting

D1F.4 Understands and applies music concepts to dance

a. Demonstrates unstructured movement to a steady beat
b. Differentiates between contrasting rhythms
c. Executes accuracy in stopping, starting, and changing in response to music and sound
d. Understands the concepts of stopping, starting, and changing in response to music and sound

Creating - Expression of ideas, experiences, feelings, and images

D1CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Explores basic concepts of partnering (e.g., copying, leading, mirroring, following)
b. Creates shapes and levels through movement
c. Identifies and creates a dance sequence with a beginning, middle, end

kills, and terminology in

d. Engages in creative exploration of dance elements through structured improvisation and play (e.g., body, space, time, energy)
e. Creates movement based on his or her own ideas, feelings, concepts, and kinesthetic awareness
f. Explores problem solving skills through movement
g. Responds to a variety of stimuli (e.g., scarves, songs, streamers, images)

D1CR.2 Demonstrates an understanding of dance as a way to communicate meaning

a. Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness
b. Recognizes and accurately describes movement and dance elements
c. Moves expressively to music and/or other accompaniment (e.g., sound, text)

Response – Reflection, analysis, and evaluation

D1RE.1 Demonstrates critical and creative thinking in all aspects of dance

a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)
b. Develops the ability to describe one's own dance as well as another's dance
c. Describes, compares, and contrasts movement elements of dance

Connections – Exchanging and relating ideas, experiences, and meanings

D1CO.1 Demonstrates and understands dance in various cultures and historical periods.

a. Demonstrates an understanding of the role of dance in various cultures
b. Participates in dance activities representing various cultures
c. Demonstrates an understanding of "Why we dance?"

D1CO.2 Demonstrates an understanding of dance as it relates to wellness a. Explores how health and nutrition enhance dance ability

b. Develops respect for one's well being and the well being of others
c. Develops understanding of essential concepts for individual and group movement

D1CO.3 Integrates the use of technology and new media

a. Explores the basic elements of dance through the use of media and technology
b. Explores the various styles of dance through the use of media and technology

D1CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge

a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas

GRADE 2

Foundations – Fundamental concepts, principles, and skills

D2FD.1 Identifies and demonstrates movement elements, s dance

a. Recognizes and applies terminology of creative movement elements and sub-elements to describe and create movements
b. Executes both instructed and created sequences of locomotor movements (e.g., walk, run, hop, jump, gallop, and skip) with increased changes in pathways, directions, and levels
c. Demonstrates contrasts of movement qualities and energy through a wide range of sequenced and simultaneous axial movements
d. Demonstrates body awareness and connections through stabilization, increased range of motion, simultaneous coordination of varied body parts (e.g., arms and head, opposite arm and leg) as well as sequencing (e.g., arm, arm, leg, leg; head, shoulders, hips, knees)

D2FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
b. Demonstrates focus and concentration in the performance of skills
c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer

D2FD.3 Recognizes concepts of anatomy and kinesiology in movement

a. Applies and translates knowledge of muscles, bones, and joints to specific actions in the dance class
b. Identifies and describes healthy practices that relate to dancing (e.g., warm up, cool down, nutrition, proper clothing)
c. Explores movement options and applies knowledge of a range of body parts in a creative movement context

D2FD.4 Understands and applies music concepts to dance

a. Demonstrates structured movements to a steady beat
b. Executes instructed or created movements to simple rhythmic patterns
c. Responds to changes in tempo and qualities through movement

Creating - Expression of ideas, experiences, feelings, and images

D2CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Works collaboratively with others
b. Utilizes basic partnering skills (e.g., copy, lead, mirror, follow)
c. Sequences phrases of movement with simple transitions
d. Extends awareness of dance elements (e.g., body, space, time, energy) through layering

kills, and terminology in

e. Responds through movement to a variety of stimuli (e.g., scarves, songs, streamers, images)
f. Explores various approaches to solving a compositional question

D2CR.2 Demonstrates an understanding dance as a way to communicate meaning
a. Improvises and creates movement based on own ideas, feelings, concepts, and kinesthetic awareness
b. Recognizes and accurately describes movement and dance elements
c. Moves expressively to music and/or other accompaniment (e.g., sound, text)

Response – Reflection, analysis, and evaluation

D2RE.1 Demonstrates critical and creative thinking in all aspects of dance
a. Explains basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music)
b. Demonstrates the ability to describe one's own dance as well as another's dance
c. Describes, compares, and contrasts movement elements of dance
d. Begins to understand criteria for evaluating simple composition

Connections – Exchanging and relating ideas, experiences, and meanings

D2CO.1 Demonstrates and understands dance in various cultures and historical periods
a. Identifies the role of dance in personal heritage
b. Participates in dance activities representing various cultures
c. Recognizes the reason for dance in other cultures
d. Describes the similarities and differences in various dance styles (e.g., ballet, jazz, tap)

D2CO.2 Demonstrates an understanding of dance as it relates to wellness a. Explores the principles of a healthy body (e.g., nutrition)
b. Explores healthy practices that enhance dance
c. Demonstrates respect for one's well being and the well being of others

D2CO.3 Integrates the use of technology and new media
a. Compares and contrasts basic elements of dance through the use of media and technology
b. Develops an understanding of the various styles of dance through the use of media and technology

D2CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas

GRADE 3

Foundation – Fundamental concepts, principles and skills

D3FD.1 Identifies and demonstrates movement elements, s dance

a. Executes and combines a wide range of locomotor movements and movement combinations (e.g., walk, run, hop, jump, gallop, and skip) and foundational technical dance steps (e.g., chasse, grapevine, stephop) with appropriate energy and coordination, in a variety of pathways, directions, and qualities
b. Executes a range and sequence of axial movements comprised of space, force, body shapes and qualities (e.g., levels, sharp/smooth, curved/straight, heavy/light, swing/float)
c. Demonstrates clear weight transfer and directional and facing changes in both axial and locomotor combining movements
d. Demonstrates the ability to perform a sequence of movements in response to oral instruction and improvise from a sequence of general prompts

D3FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
b. Demonstrates focus and concentration in the performance of skills
c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer

D3FD.3 Recognizes concepts of anatomy and kinesiology in movement

a. Applies knowledge of healthy practices for dance, such as proper warm up and cool down
b. Describes the concept of alignment
c. Explores and sequences movement options and applies knowledge and coordination of a range of body parts in a creative movement context

D3FD.4 Understands and applies music concepts to dance

a. Creates and sequences movements in association with simple rhythmic patterns
b. Adapts to changes in speeds and tempos within instructed and improvisational dance
c. Demonstrates how music or sound can influence movement quality

Creating - Expression of ideas, experiences, feelings, and images

D3CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Explores working collaboratively with others

kills, and terminology in

b. Utilizes dance elements and technique to create more complex dance compositions
c. Creates movement based on their own ideas, feelings, concepts, and kinesthetic awareness
d. Explores problem solving skills through movement
e. Responds through movement to a variety of stimuli (e.g., literature, visual art, props)
f. Implements various approaches to solving a compositional question
g. Uses improvisation to discover and invent movement and to solve movement problems

D3CR.2 Demonstrates an understanding of dance as a way to communicate meaning

a. Uses a combination of improvisation and choreographic tools to create movement based on one's own ideas, feelings, concepts, and kinesthetic awareness
b. Recognizes and accurately describes movement and movement elements.
c. Moves expressively to music or other accompaniment (e.g., sound, text)

Response – Reflection, analysis, and evaluation

D3RE.1 Demonstrates critical and creative thinking in all aspects of dance

a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)
b. Develops the ability to describe one's own dance as well as another's dance
c. Describes, compares, and contrasts movement elements of dance
d. Demonstrates an understanding of dance as a means of communication, expression, and interaction
e. Responds to criteria for evaluating simple composition

Connections – Exchanging and relating ideas, experiences, and meanings

D3CO.1 Demonstrates and understands dance in various cultures and historical periods

a. Explores dances from a personal, community or regional heritage
b. Understands the role of dance in various cultures
e. Identifies a correlation between historical periods and styles of dance
f. Recognizes the reason for dance in other cultures (e.g., Why we dance?)
g. Compares and contrasts various dance styles (e.g., ballet, jazz, tap, folk)

D3CO.2 Demonstrates an understanding of dance as it relates to wellness a. Explains how health and nutrition enhance dance ability

b. Develops and practices habits of safe moving
c. Explores life skills as they apply to dance

D3CO.3 Integrates the use of technology and new media

a. Explores a personal definition of dance as an art form through the use of media and technology

D3CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge

a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas
c. Relates and transfers meanings, ideas, and experiences from other disciplines and areas of knowledge to dance

GRADE 4 **DANCE**

Foundations – Fundamental concepts, principles, and skills

D4FD.1 Technique - Identifies and demonstrates movement elements, skills, and terminology in dance

a. Participates in warm-up activities that address balance, coordination, and kinesthetic awareness
b. Demonstrates knowledge of introductory dance terminology and fundamental principles of dance technique
c. Demonstrates accuracy, focus, control and coordination in performing and creating varied locomotor sequences performed to music that includes contrasts in tempos and qualities
d. Performs smooth transitions when connecting movements
e. Demonstrates basic use of a prop

D4FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
b. Demonstrates focus and concentration and self-discipline in the performance of skills
c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer

D4FD.3 Recognizes concepts of anatomy and kinesiology in movement

a. Recognizes and identifies fundamental landmark muscles, bones, and joints using limited anatomical terminology on one's own body
b. Exhibits alignment and placement both in place and while moving
c. Explores and sequences movement options with body parts, body halves, and the body in planes in space

D4FD.4 Understands and applies music concepts to dance

a. Recognizes difference between meters of 2 or 4 (duple) and 3 (triple)
b. Recognizes different musical styles and genres through listening and dancing to music from various parts of the world
c. Recognizes and identifies principles of musicality in dance

Creating - Expression of ideas, experiences, feelings, and images

D4CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Explores and refines partnering skills
b. Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry)
c. Applies dance technique principles to the choreographic context
d. Develops versatility through experimentation with various movement approaches

e. Implements the use of props within the choreography

D4CR.2 Demonstrates an understanding of dance as a way to communicate meaning

a. Compares and contrasts abstract and literal movement
b. Implements the use of props within the choreography
c. Understands how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance

Response – Reflection, analysis, and evaluation

D4RE.1 Demonstrates critical and creative thinking in all aspects of dance

a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
b. Observes and critiques dance performances using specified criteria and appropriate dance terminology
c. Develops and communicates personal interpretation of a choreographed work
d. Discusses the experience of performing a choreographed work
e. Describes the similarities and differences between observing live and recorded dance performance
f. Engages in self-reflection as creator and performer
g. Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meanings

D4CO.1 Demonstrates and understands dance in various cultures and historical periods

a. Identifies the role of dance in personal, community, or regional heritage
b. Participates in a dance from a personal, community, or regional heritage
c. Demonstrates an understanding of the role of dance in various cultures
d. Participates in dance activities representing various cultures
e. Identifies a correlation between historical periods and styles of dance
f. Recognizes the reason for dance in other cultures (e.g., "Why we dance?")
g. Describes the similarities and differences in various dance styles (e.g., ballet, jazz, tap, folk)

D4CO.2 Demonstrates an understanding of dance as it relates to wellness a. Understands how health and nutrition enhance dance ability

b. Defines the elements of personal safety in dance
c. Demonstrates respect for one's well being and the well being of others
d. Explores how dance builds physical and emotional well being (positive body image, physical goals, creative goals, focus/concentration)
e. Explores how time-management, listening, problem-solving, and team work skills are used with others in composing, rehearsing, and performing

D4CO.3 Integrates the use of technology and new media

a. Demonstrates a personal understanding of dance as an art form through the use of media and technology, alone and with others
b. Explores technological tools related to performance (e.g., lighting, sound)
c. Explores an awareness of new media resources available to create and communicate about dance

D4CO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge

a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas

GRADE 5 **DANCE**

Foundations – Fundamental concepts, principles, and skills

D5FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance

a. Participates in dance technique based warm-up that addresses strength, coordination, and flexibility
b. Demonstrates knowledge of dance terminology and basic principles of dance technique
c. Demonstrates accuracy, focus, control, and coordination in performing and creating a spectrum of locomotor sequences performed to music that includes a range of tempos, rhythms, and qualities
d. Performs smooth transitions when connecting movements
e. Shows dexterity and motor control while manipulating a prop within a movement sequence

D5FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness, full participation and cooperation with others in the dance learning environment
b. Demonstrates focus and concentration and self-discipline in the performance of skills
c. Applies knowledge of appropriate behaviors and skills as an audience member and dance observer

D5FD.3 Recognizes the anatomical and kinesiology concepts in movement

a. Identifies fundamental principles of injury prevention for dance
b. Understands how strength and endurance are developed through dance skills
c. Identifies concepts of gravity, force, acceleration, and mass in relation to dance
d. Understands, explores, and sequences clear movements of body parts, body halves, and the body in planes in space

D5FD.4 Understands and applies music concepts to dance

a. Applies knowledge of duple and triple meters in the executing and creating of dance
b. Exhibits and creates variety in movement qualities in response to a variety of musical selections and instruments
c. Demonstrates musicality while performing dance phrases

Creating - Expression of ideas, experiences, feelings, and images

D5CR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Explores partnering: copy, lead, mirror, follow
b. Creates shapes and levels through movement

c. Combines phrases of movement into simple compositions with and without music accompaniment
d. Demonstrates knowledge of compositional elements through movement (beginning, middle, end, and transitions)
e. Creates movement based on his or her own ideas, feelings, concepts, and kinesthetic awareness
f. Creates and performs more complex dance compositions
g. Explores design through space and time

D5CR.2 Demonstrates an understanding dance as a way to communicate meaning
a. Implements various approaches to solving a compositional question
b. Uses improvisation to discover and invent movement and to solve movement problems
c. Utilizes technology in the choreographic process
d. Creates a dance phrase, accurately repeat it and then vary it (using the elements (e.g., body, time, space, energy)
e. Explores thoughts, ideas, and feelings through structured improvisation

Response – Reflection, analysis, and evaluation

D5RE.1 Demonstrates critical and creative thinking in all aspects of dance
a. Explains basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)
b. Develops the ability to describe one's own dance as well as another's dance
c. Describes, compares, and contrasts movement elements of dance
d. Responds to criteria for evaluating simple composition
e. Identifies characteristics unique to various dance genres (e.g., ballet, jazz, tap, modern)
f. Discusses dance as a means of communication, expression, and interaction through simple composition with competence and confidence

Connections – Exchanging and relating ideas, experiences, and

D5CO.1 Demonstrates and understands dance in various cultures and historical periods
a. Participates in a dance from a personal heritage of interest
b. Participates in dance activities representing various cultures
c. Identifies a correlation between historical periods and styles of dance
d. Understands the reason for dance in other cultures (e.g., "Why we dance?")
e. Demonstrates the similarities and differences in various dance styles (e.g., ballet, jazz, tap, folk)

D5CO.2 Demonstrates an understanding of dance as it relates to wellness
a. Practices habits of health and nutrition to enhance dance ability
b. Demonstrates the elements of personal safety in dance
c. Demonstrates respect for one's well being and the well being of others

d. Investigates how dance promotes body wellness (e.g., strength, endurance, balance, agility, flexibility)
e. Demonstrates how time-management, listening, problem-solving, and team work skills are used with others in composing and rehearsing and performing

D5CO.3 Integrates the use of technology and new media
a. Demonstrates an ability to utilize technological tools and media to create and communicate about dance
b. Demonstrates an ability to use media and technology tools related to dance performance

D5CO.4: Demonstrates an understanding of dance as it relates to other areas of knowledge
a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas

GRADE 6 – 8 **DANCE – PROFICIENT**

Foundations – Fundamental concepts, principles, and skills

DMSPFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance

a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres
b. Demonstrates dance terminology and technique of specific dance genres
c. Develops projection, focus, control, strength and coordination in performing a combination of locomotor and axial movements
d. Creates, performs, and refines movement phrases integrating the elements of dance (e.g., space, time, energy, and body)
e. Demonstrates the ability to smoothly transfer weight, change direction, and maintain balance in a dynamic movement context
f. Refines and corrects movements and movement executions based on constructive feedback (e.g., intrinsic, oral and written corrections, video)

DMSPFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness, focus, concentration, initiative, and selfdiscipline when participating in the dance learning environment
b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills
c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer

DMSPFD.3 Recognizes concepts of anatomy and kinesiology in movement

a. Relates functions of major muscles and bones to the fundamental injury prevention principles for dance
b. Applies concepts of gravity, force, acceleration, and mass in specific movement contexts
c. Applies the basic principles of alignment and placement to the dynamic contexts of dance technique
d. Understands the importance of the appropriate warm-up and cool-down within a dance technique class

DMSPFD.4 Understands and applies music concepts to dance

a. Recognizes musical forms (e.g., ABA, fugue, canon) and their relation to dance
b. Recognizes how different rhythm structures are utilized by a variety of music idioms and cultures and how those rhythms influence dance styles (e.g., ballet, jazz, African)
c. Demonstrates musicality while performing and creating dance phrases

Creating – Expression of ideas, experiences, feelings, and images.

DMSPCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Explores and refines partnering skills
b. Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry)
c. Applies dance technique principles to the choreographic context
d. Develops versatility through experimentation with various movement approaches
e. Implements the use of props within the choreography

DMSPCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning

a. Compares and contrasts abstract and literal movement
b. Implements the use of props within the choreography
c. Explores how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance

Response – Reflection, analysis, and evaluation

DMSPRE.1 Demonstrates critical and creative thinking in all aspects of dance

a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
b. Observes and critiques dance performances using specified criteria and appropriate dance terminology
c. Develops and communicates personal interpretation of a choreographed work
d. Discusses the experience of performing a choreographed work
e. Describes the similarities and differences between observing live and recorded dance performance
f. Engages in self-reflection as creator and performer
g. Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meanings

DMSPCO.1 Demonstrates and understands dance in various cultures and historical periods

a. Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles
b. Performs folk, social, and/or theatrical dancers from a broad spectrum of twentieth-century America
c. Describe the role of dance in at least two different cultures or time periods
d. Accesses and uses community resources (such as people, books, videos) to learn about a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance DMSPCO.2 Demonstrates an understanding of dance as it relates to wellness

a. Demonstrates personal habits of health and nutrition to enhance dance ability
b. Defines and practices the elements of personal safety in dance
c. Demonstrates and practices respect for one's well being and the well being of others
d. Demonstrates how dance builds physical and emotional well being (e.g., positive body image, physical goals, creative goals, focus/concentration)
e. Models how time-management, listening, problem-solving, and team work skills are used with others in composing and rehearsing and performing
f. Identifies career in dance and dance related fields

DMSPCO.3 Integrates the use of technology and new media

a. Explores media and technology to learn about dance as an art form
b. Explores an ability to use media and technology tools related to dance performance
c. Explores personal interests and careers in media, technology and the arts

DMSPCO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge

a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas
c. Identifies career possibilities in dance and dance related fields

GRADE 6 – 8 **DANCE – ADVANCED**

Foundations – Fundamental concepts, principles, and skills

DMSAFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance

a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres
b. Compares terminology of various dance styles, and recognizes underlying similarities and differences in use of energy, space, and time
c. Demonstrates projection, focus, control, strength and coordination and connectivity (e.g., within body, body to space) in performing a combination of locomotor and axial movements
d. Demonstrates increased ability and skill to sustain longer and more complex movement sequences with focus, projection, smooth transitions and artistry
e. Refines and corrects movements and movement executions based on constructive feedback (e.g., intrinsic, oral and written corrections, video)

DMSAFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer

a. Demonstrates attentiveness, focus, concentration, initiative, and selfdiscipline when participating in the dance learning environment
b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills
c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer

DMSAFD.3 Recognizes concepts of anatomy and kinesiology in movement

a. Identifies common dance injuries and identifies exercises to target muscular imbalances
b. Identifies and applies dance science principles to improve strength, endurance, and flexibility
c. Recognizes the principles of a safe, progressive, sequential order of exercises in a dance technique class

DMSAFD.4 Understands and applies music concepts to dance

a. Applies musical forms (e.g., ABA, fugue, canon) to dance
b. Analyzes different rhythm structures from a variety of music idioms and cultures and applies to appropriate dance styles
c. Demonstrates a basic understanding of musicality
d. Demonstrates musicality while performing and creating dance phrase

Creating – Expression of ideas, experiences, feelings, and images

DMSACR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures

a. Demonstrates partner skills in a visually interesting way through exploration of weight and force (e.g., contact improvisation)
b. Applies dance technique principles to the choreographic context
c. Develops versatility through experimentation with various movement approaches
d. Demonstrates and recognizes a variety of structures, forms, and designs (e.g., AB, ABA, Canon, Call-Response, Narrative, Contrasting/Complimentary Shapes, Symmetry)

DMSACR.2 Demonstrates an understanding of dance as a way to create and communicate meaning

a. Explores abstract ideas through simple movement in individual and small group study
b. Implements, with purpose, the use of props within the choreography
c. Understands how theatrical elements such as costuming and lighting contribute to the meaning of the dance
d. Demonstrates individuality of expression in performance

Response – Reflection, analysis, and evaluation

DMSARE.1 Demonstrates critical and creative thinking in all aspects of dance

a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
b. Observes and critiques dance performances using specified criteria and appropriate dance terminology
c. Compares and contrasts multiple choreographed works
d. Discusses the experience of performing a choreographed and improvised work
e. Proposes ways to revise choreography according to established assessment criteria
f. Defends the similarities and differences between observing live and recorded dance performances
g. Engages in self-reflection as creator and performer
h. Engages in self-assessment as creator and performer

Connections – Exchanging and relating ideas, experiences, and meaning

DMSACO.1 Demonstrates and understands dance in various cultures and historical periods

a. Critiques performances from at least two different folk and/or classical dances from various cultures including similarities and differences in steps and movement styles
b. Performs two or more folk, social, and/or theatrical dancers from a broad spectrum of twentieth-century America
c. Understands the role of dance in at least three different cultures or time periods and their influence on the modern world
d. Uses a variety of community resources (e.g., people, books, videos) to share and teach about folk dances of different cultures or social dances of different time periods including the cultural/historical context of those dances

DMSACO.2 Demonstrates an understanding of dance as it relates to wellness

a. Practices habits of health and nutrition to enhance dance ability
b. Transfers an understanding of effective use of time-management, listening, problem-solving, and team work skills can be applied to activities in other group settings

DMSACO.3 Integrates the use of technology and new media

a. Demonstrates skill in using media and technology to learn about dance as an art form
b. Demonstrates an ability to use media and technology tools related to dance performance

DMSACO.4 Demonstrates and understands dance as it relates to other areas of knowledge

a. Compares and contrasts dance to other art forms
b. Explores commonalities of essential concepts shared between dance and other subject areas
c. Identifies career possibilities in dance and dance related fields

III. THEATRE: GEORGIA PERFORMANCE STANDARDS

GRADE: K **THEATRE ARTS K**

TAESK.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Identifies simple theater vocabulary
b. States the difference between pretend and real
c. Identifies how theatre experiences are like and unlike real life

TAESK.2 Developing scripts through improvisation and other theatrical methods

a. Identifies dramatic elements including character, setting, problem, plot, resolution, beginning-middle-end
b. Retells stories
c. Sequences plot events for dramatizations
d. Generates original ideas for dramatizations
e. Uses the playwriting process: pre-write/pre-play event; preparing to write/dramatize; writing/dramatizing story; evaluation, reflection, editing; rewrite/replay dramatization

TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Uses voice to communicate ideas and emotions
b. Uses body to communicate ideas and emotions
c. Uses imagination to create, revise or add to ideas
d. Collaborates and cooperates in theatre experiences
e. Demonstrates skills of the mind: imagination, focusing, and concentration.
f. Assumes roles in a variety of dramatic forms, such as narrated story, pantomime, puppetry and role play
g. Names the five senses

TAESK.4 Designing and executing artistic and technical elements of theatre

a. Identifies and uses personal and partner space; playing space and audience space
b. Uses simple objects and materials in dramatizations
c. Uses sound in dramatizations

TAESK.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Follows directions in theatre experiences
b. Contributes to planning for dramatizations
c. Listens to others with respect and courtesy

TAESK.6 Researching cultural and historical information to support artistic choices

a. Uses school resources including text, pictures, technology and people to develop dramatizations

TAESK.7 Integrating various art forms, other content areas, and life experiences, to create theatre

a. Identifies visual art, music, dance, and/or electronic media in dramatizations
b. Dramatizes life experiences

TAESK.8 Examining the roles of theatre as a reflection of past and present civilization

a. Describes why people dramatize stories
b. Identifies theatre experiences in the community

TAESK.9 Exploring the relevance of theatre to careers

a. States that people have jobs in theatre
b. Names actors and acting as a career in theater

TAESK.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Expresses personal preferences about theatre experiences
b. Describes what is seen, felt, and heard in a theatre experience
c. Asks questions about what is seen, felt, and heard in a theatre experience
d. Reflects on theatre experiences using a variety of written, graphic, non-verbal, and oral responses

TAESK.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

a. Participates as audience
b. Identifies the basic elements of theatre etiquette.

GRADE: 1 **THEATRE ARTS 1**

TAES1.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Uses basic theatre vocabulary to discuss theatre experiences
b. Discusses how dramatic elements such as character, setting, plot, problem, and resolution in theatre experiences are like, and unlike, real life
c. Identifies big ideas and themes in a story or theatre experience
d. Infers character thoughts and feelings through their actions and words

TAES1.2 Developing scripts through improvisation and other theatrical methods

a. Uses dramatic elements such as character, setting, problem, plot, resolution, beginning-middle-end in developing dramatizations
b. Retells stories
c. Collaboratively plans dramatizations
d. Uses the playwriting process: pre-writing/pre-play; preparation to write/dramatize; write/dramatize; evaluate and edit; re-write/re-dramatize

TAES1.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Makes vocal choices in assuming roles
b. Makes movement choices in assuming roles
c. Uses body and voice to communicate ideas, emotions, and character actions
d. Collaborates and cooperates in theatre experiences
e. Assumes roles in a variety of dramatic forms such as narrated story, pantomime, puppetry and role play
f. Demonstrates skills of the mind: listening, observing, problem solving, imagining, concentrating
g. Uses sensory awareness in assuming roles

TAES1.4 Designing and executing artistic and technical elements of theatre

a. Makes artistic choices in selecting simple technical elements such as costume, props, sound, and sets, for dramatizations
b. Selects music for dramatizations

TAES1.5 Directing by conceptualizing, organizing and conducting rehearsals for performance

a. Identifies the role of director in theatre experiences
b. Follows directions in theatre experiences
c. Demonstrates leadership skills in planning dramatizations

TAES1.6 Researching cultural and historical information to support artistic choices

a. Describes the cultural and historical background of dramatizations
b. Researches cultural and historical information to inform dramatizations

TAES1.7 Integrating various art forms, other content areas, and life experiences to create theatre

a. Makes choices about the use of visual art, music, dance, and electronic media in dramatizations
b. Creates dramatizations based on life experiences

TAES1.8 Examining the roles of theatre as a reflection of past and present civilization

a. Describes theatre experiences in the community.

TAES1.9 Exploring the relevance of theatre to careers

a. Discusses the roles of actors and directors in the business of theater

TAES1.10 Engaging actively and appropriately as an audience member in theatre or other media experiences

a. Describes the roles and responsibilities of the audience
b. Demonstrates theatre etiquette.

GRADE: 2 **THEATRE ARTS 2**

TAES2.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Defines theatre terminology
b. Discusses connections between theatre and life experiences
c. Uses dramatic elements, such as plot, setting, themes, problem, resolution, and character, to discuss theatre experiences
d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media
e. Investigates the main ideas, details, sequence of events, and cause-effect relationships of the theatrical experience, dramatic literature, and electronic media

TAES2.2 Developing scripts through improvisation and other theatrical methods

a. Uses the playwriting process: pre-write/pre-play; prepare to write/dramatize; write/dramatize; reflect and edit; re-write/re-dramatize; publish/present
b. Collaborates to generate story ideas
c. Develops characters and settings through action and dialogue
d. Develops scripts based on personal story or fantasy
e. Creates dramatizations and scripts for a specific audience
f. Describes the elements of script writing: plot, setting, point of view, sequence of events, cause and effect

TAES2.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Communicates a character's actions, motives, emotions and traits, through voice, speech, and language
b. Communicates a character's thought, emotions, and actions through movement
c. Uses imagination to create characters
d. Collaborates with an ensemble to create and portray characters
e. Dramatizes literature and original scripts through various art forms, such as story drama, pantomime, process drama, puppetry, and readers' theatre
f. Applies sensory awareness in portraying characters

TAES2.4 Designing and executing artistic and technical elements of theatre

a. Discusses elements of technical theatre, such as costumes, props, sets, and sound
b. Applies basic technical elements in dramatizations

TAES2.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Identifies the responsibilities of a director, such as planning, collaboration, and rehearsal
b. Assumes leadership role of director

TAES2.6 Researching cultural and historical information to support artistic choices

a. Uses a variety of resources like books, encyclopedias, and the internet to research content of dramatizations
b. Identifies how a character's cultural background influences artistic choices, such as acting, playwriting, and technical theatre elements

TAES2.7 Integrating various art forms, other content areas, and life experiences to create theatre

a. Identifies the connection between theatre arts, visual art, music, dance, and technology
b. Develops dramatic pieces that combine elements of theatre with other art forms
c. Develops dramatic pieces related to other content areas

TAES2.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Identifies and describes various theatrical experiences
b. Identifies basic periods in theatre history

TAES2.9 Exploring the relevance of theatre to careers

a. Identifies and describes major jobs in the theatre business, such as director, actor, designer, and playwright

TAES2.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Interprets what is felt, seen and heard in a theatre experience
b. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses

TAES2.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

c. Describes the roles and responsibilities of the audience
d. Identifies the elements of theatre etiquette.

GRADE: 3 **THEATRE ARTS 3**

TAES3.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Defines theatre terminology
b. Makes connections between theatre and personal life experiences
c. Applies the dramatic elements such as plot, setting themes, problem, resolution, and character, to communicate a main idea
d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media
e. Uses inference to investigate the main ideas, details, sequence of events, and causeeffect in theatre experiences

TAES3.2 Developing scripts through improvisation and other theatrical methods

a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform
b. Collaborates to generate story ideas
c. Develops characters and settings through action, sensory details, cause and effect relationships, and dialogue
d. Develops scripts based on personal story or imagination
e. Creates scripts that are appropriate in purpose, expectations, and length for the audience
f. Describes the elements of script writing: plot, setting, point of view, sequence of events, and cause and effect

TAES3.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Communicates a character's actions, motives, emotions and traits through voice, speech, and language
b. Communicates thoughts, emotions, and actions of characters through movement
c. Creates and portrays characters based on imagination
d. Collaborates to create characters and to dramatize ideas
e. Communicates relationships among characters
f. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, and readers' theatre
g. Applies sensory elements in creating and portraying characters

TAES3.4 Designing and executing artistic and technical elements of theatre

a. Uses technical theatre elements to design costumes, props, sets, sound, and lighting
b. Incorporates technical theatre elements such as costumes, props, sets, sound, and lighting, into dramatizations

TAES3.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Describes the responsibilities of a director: casting, collaboration, and rehearsal
b. Assumes leadership role of director
c. Identifies the responsibilities of a production team (designers, technicians, playwright, and stage hands) in creating a theatre experience

TAES3.6 Researching cultural and historical information to support artistic choices

a. Uses a variety of resources such as books, encyclopedias, and the internet to research the context and content of scripts and stories
b. Locates information that informs artistic choices in dramatizations and playwriting

TAES3.7 Integrating various art forms, other content areas, and life experiences to create theatre technology

a. Describes the connection between theatre arts, visual art, music, dance and technology
b. Develops dramatic pieces that combine elements of theatre with other art forms
c. Develops dramatic pieces related to other content areas

TAES3.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Describes various theatrical experiences
b. Describes how theatre arts connect to self and to the present world
c. Recognizes a brief history of the theatre arts
d. Describes how culture influences the theatre arts
e. Describes theatre experiences in the community

TAES3.9 Exploring the relevance of theatre to careers

a. Describes the skills needed for of major careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business
b. Analyzes why the theatre business involves multiple people and occupations

TAES3.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Critiques a theatrical experience using appropriate theatre terminology
b. Interprets what is seen, felt and heard in a theatre experience
c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses

TAES3.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

a. Describes the roles and responsibilities of the audience
b. Describes and applies theatre etiquette

GRADE: 4 **THEATRE ARTS 4**

TAES4.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Defines, and uses theatre vocabulary
b. Explains how theatrical experiences reflect life
c. Analyzes dramatic elements such as plot, point of view, conflict, resolution, and/or significant events
d. Summarizes theatrical experiences, dramatic literature, and electronic media experiences
e. Makes inferences about setting, character, events and main ideas in theatre experiences

TAES4.2 Developing scripts through improvisation and other theatrical methods

a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write/ dramatize; reflect and edit; re-write/play; publish/perform
b. Analyzes the elements of a well-written script
c. Researches and incorporates a variety of media into a script
d. Creates in-depth scripts that include character motivation and dialogue
e. Creates an organizing structure for writing scripts

TAES4.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Uses articulation, volume and vocal variety to communicate thoughts, emotions and actions of a character
b. Uses stage areas and body movement to communicate thoughts, emotions, and actions of a character
c. Uses imagination and real life experience to portray characters
d. Collaborates with an ensemble to create theatre
e. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, improvisation and readers' theatre

TAES4.4 Designing and executing artistic and technical elements of theatre

a. Uses technical theatre elements to design simple costumes, props, sets, sound and lighting
b. Incorporates technical theatre elements into theatre experiences

TAES4.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Assumes the responsibilities of a director: casting, managing rehearsals, collaboration
b. Collaborates with a production team to produce a cohesive theatre experiences

TAES4.6 Researching cultural and historical information to support artistic choices

a. Uses a variety of resources such as books, encyclopedias, and the internet to research a particular era for a character or script
b. Supports judgments for theatre through references to text, authors, non-print media or personal knowledge
c. Produces informational writing related to a specific purpose, audience and context

TAES4.7 Integrating various art forms, other content areas, and life experiences, to create theatre

a. Identifies and describes the connection between theatre arts, visual art, music, dance, and technology
b. Selects elements of other art forms to develop theatre
c. Examines other core content areas through theatre experiences

TAES4.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Describes theatre styles of the past and present
b. Describes how theatre arts connect to self and to the present world
c. Describes theatre opportunities in the community

TAES4.9 Exploring the relevance of theatre to careers

a. Describes the skills necessary for artistic and production careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business
b. Describes theatre experiences available in the community

TAES4.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Critiques a theatrical experience using appropriate theatre terminology
b. Interprets what is seen, felt and heard in a theatre experience
c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses
d. Analyzes a theatre experience

TAES4.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

a. Assumes the roles and responsibilities of the audience
b. Applies theatre etiquette

GRADE: 5 **THEATRE ARTS 5**

TAES5.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Applies theatre vocabulary in discussions
b. Analyzes how theatrical experiences reflect and impact society
c. Identifies and analyzes the structural elements of dramatic literature such as scenes, acts, characters and stage directions, in plays read, viewed, written and performed
d. Analyzes and summarizes theatrical experiences, dramatic literature, and electronic media experiences

TAES5.2 Developing scripts through improvisation and other theatrical methods

a. Uses a playwriting process (e.g., pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform)
b. Applies dramatic elements such as plot, point of view conflict, resolution, and significant events, in creating scripts
c. Creates an organizing structure appropriate for purpose, audience and context
d. Uses a range of appropriate dramatic strategies such as flashback, foreshadowing, dialogue, suspense

TAES5.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Uses vocal elements such as inflection, pitch, and volume, to communicate the thoughts, emotions, and actions of a character
b. Uses body and stage movement to communicate the thoughts, emotions, and actions of a character
c. Uses imagination to make artistic choices in portraying characters
d. Collaborates with an ensemble to create theatre
e. Dramatizes literature and original scripts through various dramatic forms such as pantomime, process drama, puppetry, improvisation, plays, and readers' theatre

TAES5.4 Designing and executing artistic and technical elements of theatre

a. Analyzes and applies technical theatre design elements: costumes, props, sets, sound, and lighting
b. Incorporates technical elements into theatre experiences

TAES5.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Demonstrates leadership responsibilities of a director: casting, managing rehearsals, collaboration
b. Collaborates with the ensemble to create theatre

TAES5.6 Researching cultural and historical information to support artistic choices

a. Uses various reference materials such as texts, electronic information, and newspapers as aids to researching historical periods of scripts
b. Describes when, where, and how theatrical activities occurred during a specific time period

c. Makes artistic choices (acting, directing, playwriting, designing) based on historical and cultural information

TAES5.7 Integrating various art forms, other content areas, and life experiences, to create theatre

a. Analyzes the connection among theatre arts, visual art, music, dance, and technology
b. Examines other core content areas through theatre experiences

TAES5.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Describes how theatre arts connect to self and society
b. Relates a dramatic work to information about its historic period
c. Describes cultural influences on theatre
d. Identifies and/or uses theatre resources in the community

TAES5.9 Exploring the relevance of theatre to careers

a. Describes major artistic and production careers in theatre: director, actor, designer, technician, playwright, and stage manager
b. Describes skills used in theatre arts that relate to the workplace

TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Generates a response to theatre experiences that is interpretive, evaluative or reflective
b. Responds to theatre experiences through a variety of media

TAES5.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

a. Attends theatre as an audience member
b. Demonstrates appropriate audience etiquette

GRADE 6 **THEATRE ARTS 6**

TAMS6.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Identifies the elements, themes, and structure of drama
b. Identifies, describes, and classifies character traits
c. Interprets meaning within the context of a dramatic text
d. Explores the connections between theatre and real life

e. Compares and differentiates between various forms of media

TAMS6.2 Developing scripts through improvisation and other theatrical methods

a. Identifies the elements of storytelling
b. Articulates creative ideas in oral and written forms
c. Demonstrates the conventions of dialogue
d. Identifies elements of drama and dramatic structure
e. Uses the writing process to generate a script

TAMS6.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Demonstrates effective verbal and non-verbal communication skills
b. Demonstrates the relationship between a character's background and the character's method of communication
c. Interprets motivation for a character's behavior
d. Demonstrates appropriate interactions between characters
e. Explores the variety of relationships between characters

TAMS6.4 Designing and executing artistic and technical elements of theatre

a. Explores the technical elements of theatre
b. Demonstrates ways in which technical elements enhance theatrical productions
c. Uses available resources to plan for and support theatre activities
d. Develops a plan to integrate the artistic and technical elements of theatre
e. Incorporates artistic and technical elements into a theatre production

TAMS6.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Examines the skills and responsibilities of the director
b. Identifies directorial tasks and creates a production timeline
c. Delegates responsibilities for production tasks
d. Demonstrates leadership skills
e. Identifies behaviors which demonstrate collaborative skills

TAMS6.6 Researching cultural and historical information to support artistic choices

a. Applies research skills to theatre scripts, roles, and experiences
b. Examines the relevance of cultural and historical context
c. Utilizes a multi-disciplinary approach to create original theatre
d. Synthesizes theatre styles and other media to create performances

TAMS6.7 Integrating various art forms, other content areas, and life experiences to create theatre

a. Identifies similarities between theatre and other art forms
b. Draws conclusions about the relationships between theatre and life
c. Identifies theatre's multi-disciplinary aspects
d. Utilizes a variety of sources to create original theatre
e. Demonstrates a variety of types of theatre performances

TAMS6.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Describes the origins of theatre
b. Creates a table summarizing the ways in which the role of theatre has changed over time
c. Identifies ways in which theatre influences a culture
d. Identifies ways in which a culture influences theatre
e. Analyzes ways in which theatre reflects the culture of a society

TAMS6.9 Exploring the careers and business of theatre

a. Defines tasks associated with a theatre production
b. Calculates the amount of time needed to complete production tasks
c. Identifies and calculate costs associated the production
d. Creates an action plan and budget for a production
e. Analyzes the skills sets of professions associated with theatre production

TAMS6.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Identifies the purpose of a critique
b. Identifies the role of the audience in theatre and other media
c. Develops and uses specific criteria in an assessment/evaluation instrument
d. Evaluates a theatre production using the assessment instrument
e. Analyzes, presents, and defends results of the assessment instrument

TAMS6.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

a. Models appropriate audience behaviors
b. Analyzes the relationship between an audience and a performer
c. Creates guidelines for behaviors appropriate to a theatre experience

GRADE 7 **THEATRE ARTS 7**

TAMS7.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Identifies and compares elements of drama present in various forms of media
b. Outlines dramatic structure used in various forms of theatrical media
c. Compares common themes present in various forms of theatrical media
d. Creates a list of traits exhibited by archetypal characters
e. Analyzes the connections between theatre and real life
f. Compares different forms of media production

TAMS7.2 Developing scripts through improvisation and other theatrical methods

a. Identifies different techniques of storytelling
b. Creates ideas for stories
c. Applies improvisation techniques to tell a story
d. Demonstrates storytelling in dialogue form
e. Utilizes the elements and structure of drama in the scriptwriting process

TAMS7.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.

a. Identifies and demonstrates effective communication skills
b. Compares the physical, emotional, vocal, and social dimensions of a character
c. Analyzes the motivation for a character's behavior
d. Demonstrates appropriate interactions between characters
e. Explores the variety of relationships between characters

TAMS7.4 Designing and executing artistic and technical elements of theatre

a. Identifies technical elements of theatre
b. Uses available resources to plan for and support theatre activities
c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre productions
d. Incorporates artistic and technical elements into a theatre production

TAMS7.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Recognizes the role and responsibilities of the director

b. Collaborates with others to create a production timeline
c. Delegates and assigns responsibilities for completion of production tasks
d. Identifies and models leadership skills
e. Communicates concepts and ideas to the production crew and cast members

TAMS7.6 Researching cultural and historical information to support artistic choices

a. Utilizes advanced research skills to obtain appropriate cultural and historical information
b. Analyzes the cultural and historical context in theatre production
c. Supports artistic choices with cultural and historical information
d. Draws conclusions regarding cultural similarities and differences
e. Examines how a culture is defined through theatre and other media

TAMS7.7 Integrating various art forms, other content areas, and life experiences to create theatre

a. Compares and contrasts theatre with other art forms
b. Articulates relationships between theatre and life
c. Utilizes a multi-disciplinary approach to create original theatre
d. Synthesizes theatre styles and other media to create performances
e. Adapts a variety of literary forms into theatre productions

TAMS7.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Describes the origins of theatre from a global perspective
b. Identifies reasons why the role of theatre has changed over time
c. Evaluates ways in which theatre and culture influence each other
d. Analyzes, explains, and defends theatre's role as the reflection of a culture

TAMS7.9 Exploring the careers and business of theatre

a. Creates a chart of the needs and costs associated with media production
b. Defines professional responsibilities involved in media production
c. Creates a marketing plan for a media production
d. Describes the major professions associated with media production
e. Creates a plan to determine production effectiveness

TAMS7.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Identifies the benefits of dramatic criticism
b. Assesses the role and responsibility of the audience as an integral part of media productions
c. Utilizes appropriate criteria to develop an assessment/evaluation instrument for theatre experiences
d. Applies the instrument to evaluate theatre and other media productions

e. Makes and defends recommendations based on theatre evaluations

TAMS7.11 Engaging actively and appropriately as an audience member during theatre and other media experiences

a. Demonstrates appropriate audience behaviors
b. Summarizes the relationship between the audience and performers
c. Predicts how audience relationships will differ with venue and performance type

GRADE 8 **THEATRE ARTS 8**

TAMS8.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Investigates the experiences and ideas present in all forms of presentational media
b. Analyzes the elements of drama present in theatrical experiences
c. Identifies and articulates dramatic structure used in various forms of theatre
d. Interprets meaning within various forms of theatrical experiences
e. Connects dramatic literature and theatre presentations to the human experience
f. Compares and contrasts various forms of theatre and other media

TAMS8.2 Developing scripts through improvisation and other theatrical methods

a. Classifies different techniques of storytelling
b. Utilizes improvisation techniques to generate script ideas
c. Develops scripts by adapting appropriate ideas from personal experiences, literature and/or other forms of print media
d. Identifies and articulates the elements and structure of drama in the scriptwriting process
e. Incorporates the steps of the writing process into script writing process

TAMS8.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

a. Analyzes character development within the theatrical contexts
b. Demonstrates the physical, emotional, vocal, and social dimensions of a character
c. Analyzes character motivation and behavior
d. Compares the relationships and interactions between characters

TAMS8.4 Designing and executing artistic and technical elements of theatre

a. Applies the technical elements of theatre
b. Utilizes available resources to plan for and support theatre activities
c. Designs and creates scenery, props, costumes, lighting, and sound/music for theatre
d. Develops a management plan for incorporating technical elements of theatre
e. Incorporates artistic and technical elements into a theatre production
f. Evaluates the effectiveness of artistic and technical elements used in a theatre production

TAMS8.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

a. Assumes the role and responsibilities of the director
b. Collaborates with others to create a production timeline
c. Delegates and assigns responsibilities for completion of tasks
d. Identifies, assumes, and demonstrates leadership skills

e. Communicates concepts and ideas

TAMS8.6 Researching cultural and historical information to support artistic choices

a. Applies advanced research skills to obtain appropriate cultural and historical information
b. Analyzes the cultural and historical context in theatre production
c. Supports artistic choices with cultural and historical information
d. Examines how culture is defined through theatre and other media

TAMS8.7 Integrating various art forms, other content areas, and life experiences, to create theatre

a. Analyzes and explains common themes, content, and structure among theatre and other disciplines
b. Compares theatre and media presentations to human experiences
c. Incorporates multi-disciplinary aspects into theatre productions
d. Uses recurring cultural motifs and social themes as a basis for theatre presentations

TAMS8.8 Examining the roles of theatre as a reflection of past and present civilizations

a. Describes theatre's role in the development of global communication
b. Compares and contrasts historic theatre forms with contemporary media productions
c. Identifies and describes recurring cultural motifs and social themes present in a variety of theatre and media presentations
d. Researches and describes cultures that influenced American theatre
e. Discusses theatre's role in reflecting the culture of a society

TAMS8.9 Exploring the careers and business of theatre

a. Examines the needs and costs associated with a media production
b. Identifies the marketing aspects of a theatre production
c. Identifies and analyzes professions associated with media production
d. Creates an evaluation plan to determine production effectiveness

TAMS8.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

a. Recognizes the role of dramatic criticism in media production
b. Summarizes the role and responsibility of the audience as an integral part of media productions
c. Utilizes specific criteria to articulate dramatic criticism
d. Applies principles of dramatic criticism as both an audience member and participant
e. Implements appropriate changes based on dramatic criticism

TAMS8.11 Engaging actively and appropriately as an audience member in theatre and other media experiences

a. Demonstrates appropriate audience behaviors
b. Articulates why the relationship between the audience and performers is critical to the success of the production
c. Examines how audience relationships differ with venue and performance type

Grades K-5 Visual Arts Introduction

Art is an integral part of the total elementary school curriculum, recognized by National Standards to be part of the core of quality education. All children in grades K-5 should receive regularly scheduled art instruction taught by certified visual arts specialists.

Art is an important means of self-expression. The Georgia Performance Standards for Visual Art builds opportunities for children to develop innate sensibilities through making and studying art. As students are guided through visual, tactile, and manipulative art experiences, they build important mental constructs. The standards guide development of the students' technical abilities and higher-order thinking skills. This sequenced, developmentally appropriate set of standards for elementary art has been designed to develop aesthetic understanding, creative thinking, perceptual awareness, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

The Visual Arts Skills Matrix provided with these standards lists skills, techniques, and materials that should be integrated into content as appropriate (rather than taught separately).

A well- constructed elementary art program will ensure that the students will understand the following:

- Imagination is important.
- There may be more than one answer to a question and more than one solution to a problem.
- Answers to a question need not be identical.
- Intrinsic satisfaction matters.
- Flexibility of thought is critical throughout the course of one’s work.
- Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

KINDERGARTEN VISUAL ARTS

Children enter kindergarten with a wide variety of life experiences and abilities. A broad range of artistic experiences helps kindergarten students develop fine motor skills, conceptual understanding, and idea building.

Drawing is a natural inclination that precedes the development of writing. The drawing abilities of kindergarteners range from organized scribbles to symbolic representations of the world around them. As kindergarten students begin to explore visual representation, they develop personalized schema to portray subjects that are personally significant such as self, family, animals, and familiar objects. Kindergarten students also explore ideas, stories, and fantasy through drawing.

Kindergarten students need opportunities to develop ideas, express imagination, and explore a variety of media and techniques. Students enjoy sharing stories about their artistic creations and often embellish details in the telling. Learning to participate as an exhibiting artist-presenter and as a respectful audience member becomes the basis for the development of the critique process.

The visual arts provide natural connections for kindergarten students to explore many concepts from other academic disciplines. Development of a basic understanding of the elements of art— color, line, shape, space, and texture—provides a sensory foundation for vocabulary development and scaffolding other learning concepts.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 &3). The student develops creativity, critical- thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through mapping, diagrams, journal-keeping, brain-storming lists, project development and conversations.

VAKMC.1 Engages in the creative process to generate and visualize ideas.

a. Participates in group brainstorming activity to generate ideas.
b. Verbally expresses individual ideas, thoughts, and feelings.

VAKMC.2 Formulates personal responses.

a. Generates visual images by manipulating art materials.
b. Mentally recalls and produces visual images (e.g., people, places, animals, things, locations, events, actions) using a variety of art materials.
c. Makes connections between visual images and personal experiences.
d. Expresses individual ideas, thoughts, and feelings through drawing.

VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning. a. Uses pictures to tell a story.

b. Understands that symbols can convey different kinds of meaning.
c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures, and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

a. Recognizes self as an artist.
b. Identifies artists in his/her community.
c. Understands own ideas as unique to him/her.

VAKCU.2 Views and discusses selected artworks.

a. Talks about artworks of significant artists that have recognizable subjects and themes.
b. Discusses art from a variety of world cultures.

c. Recognizes the unique contributions of Georgia artists and art forms.
d. Points out clues in selected artworks that determine time and place.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes developing basic skills and increasing confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student begins to relate process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well- rounded studio art experiences.

VAKPR.1 Creates artworks based on personal experience and selected themes.

a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
c. Combines materials in new and inventive ways to make a finished work of art.

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

a. Attempts to fill the space in an art composition.
b. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
c. Draws a variety of lines (e.g., straight, curved, angled, broken, thick, and thin) and shapes (e.g., geometric, organic/free form shapes).
d. Creates lines with a variety of media and art tools (e.g., pencils, crayons, scissors, paint brushes, found objects).
e. Creates paintings with a variety of media (e.g., finger-paint, tempera, watercolor).
f. Uses color to express thoughts, feelings, and ideas.
g. Mixes colors to make new colors.
h. Explores printmaking using a variety of stamping techniques. (e.g., thumbprints, cardboard, sponge, found objects)
i. Uses an awareness of pattern and texture to create a print.
j. Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving)

VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Makes pots and/or forms using pinch construction.
b. Incorporates texture into a design.
c. Employs simple construction techniques.
d. Recognizes form as not flat.

e. Demonstrates that shapes can be put together to make new shapes or forms.
f. Creates composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object, sculpture, jewelry).

VAKPR.4 Participates in appropriate exhibition(s) of artworks.

a. Develops title for finished work.
b. Views and discusses displayed artwork.

ASSESSMENT and REFLECTION

The student critiques works of art while reflecting upon and assessing the characteristics and merits of his or her artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.

VAKAR.1 Discusses his or her own artwork and the artwork of others.

a. Shows an interest in art.
b. Describes his or her artwork, revealing media subject and story.
c. Compares and contrasts artworks based on subject, theme, and/or elements.
d. Expresses preference for one of two or three artworks (reproductions).
e. Uses art terms with emphasis on the elements of art: space, line, shape, form, color, value, texture.
f. Identifies and names lines (e.g., straight, curved, broken, zigzag, spiral, scalloped, thick and thin).
g. Recognizes organic shapes and names geometric shapes.
h. Correctly names colors.
i. Lists primary colors.
j. Names geometric forms (e.g., spheres, cubes).
k. Identifies relationships of placement in space (e.g., beside/overlapping, above/below, close/far, right/left, top/bottom, front/back, over/under).
l. Identifies space as empty or crowded.
m. Identifies texture as the way something feels.
n. Names a variety of textures (e.g., smooth, rough, hard, soft).
o. Identifies how elements of art communicate specific feeling.
p. Describes how repeated colors, lines, shapes, forms, or textures make pattern in an artwork.

VAKAR.2 Utilizes a variety of approaches to understand and critique works of art.

a. Poses questions and gathers information from works of art.

b. Reads meaning through interpretation of ideas, thoughts and feelings expressed in artwork.
c. Connects life experience to artwork.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the wor ld of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology into his or her artwork).

VAKC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VAKC.2 Develops life skills through the study and production of art.

a. Understands learning goals for artwork and evaluates when goals are met.
b. Adapts to change.

GRADE 1 **VISUAL ARTS**

By first grade, most children have developed a collection of symbols for objects in their environment such as a person, house, or tree. These symbols are highly individualized since they are the result of personal development. Children's symbols are unique and represent conceptual understanding rather than direct observation of their world.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA1MC.1 Engages in the creative process to generate and visualize ideas.

a. Recognizes and discusses how visual images can have multiple meanings.
b. Generates multiple visual images.

VA1MC.2 Formulates personal responses.

a. Makes connections between visual images and personal experiences.
b. Expresses individual ideas, thoughts, and feelings through drawing.
c. Explores how meaning can change when images are revised.

VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

a. Describes subjects in art works such as animals, people, places, and things.
b. Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.
c. Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.
d. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA1CU.1 Identifies artists as creative thinkers who make art and share ideas.

a. Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, interior designers, educators, museum docents).
b. Recognizes and associates selected artists with their individual works.

VA1CU.2 Views and discusses selected artworks.

a. Names subject and theme.
b. Describes time and place.
c. Identifies artist and culture.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her own ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes in order to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student begins to relate process, material, and technique to communication of ideas. Media/techniques should include, but are not limited

to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital art media techniques. The student should be engaged in well-rounded studio art experiences.

VA1PR.1 Creates artworks based on personal experience and selected themes.

a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
c. Creates art works that attempt to fill the space of art composition.
d. Makes choices in developing art compositions.
e. Combines materials in new and inventive ways to make a finished work of art.

VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
b. Identifies lines and shapes in order to draw an object.
c. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).
d. Mixes two primary colors to make a secondary color.
e. Creates prints using a variety of stamping techniques (e.g., thumbprints, cardboard, sponges, found objects).
f. Uses an awareness of shape, pattern, and texture to create a variety of print art.
g. Develops manual dexterity though craft techniques (e.g., collage, stitchery, weaving).

VA1PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Uses clay techniques to create forms (e.g., modeling, rolling, pinching).
b. Incorporates texture into ceramic artwork.
c. Uses an awareness of form, pattern, and texture.
d. Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).

VA1PR.4 Participates in appropriate exhibition(s) of artworks.

a. Assigns a title that describes his or her finished work of art.
b. Signs a finished work of art.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork as well as the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.
VA1AR.1 Discusses his or her artwork and the artwork of others.

a. Shows an interest in art.
b. Demonstrates a respect for art forms and art objects.
c. Describes own artwork, revealing subject matter and story.
d. Expresses feelings in response to examining artworks.
e. Identifies and compares specific elements and principles of art and how these contribute to communicating specific feelings.
f. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.
g. Identifies lines as outlines or edges of shapes and forms.
h. Recognizes how media and techniques affect line qualities.
i. Differentiates between geometric shapes and organic shapes.
j. Indentifies primary colors and secondary colors on the color wheel.
k. Names geometric forms (e.g., spheres, cubes, cylinders, cones, rectangular prisms).
l. Recognizes that forms have different sides and occupy space.
m. Observes and identifies positive and negative space.
n. Identifies texture by feel and sight.
o. Names and describes a variety of textures by feel and by sight.
p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.

VA1AR.2 Uses a variety of approaches to understand and critique works of art.

a. Examines two artworks identifying similarities and differences.
b. Expresses and explains preference for one of two or three artworks.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a var iety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology into his or her artwork).
VA1C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA1C.2 Develops life skills through the study and production of art.

a. Understands learning goals for artwork and evaluates when goals are met.
b. Adapts to change.

GRADE 2 **VISUAL ARTS**

Children at this stage are inclined to draw what they know, not what they see. Symbols become progressively more detailed. The use of base- lines and sky- lines is a common drawing strategy at this age. Children make art for enjoyment and personal expression.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical-thinking, perceptual awareness and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through mapping, diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA2MC.1 Engages in the creative process to generate and visualize ideas.

a. Generates visual images in response to *open-ended* prompts, themes, and narratives. VA2MC.2 Formulates personal responses.

a. Produces multiple interpretations for an object or image.
b. Revises artwork in response to unanticipated insights and discoveries.

VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

a. Discusses uses of symbols and cultural icons in artwork.
b. Mentally envisions what cannot be directly observed (e.g., depicting imaginary worlds, fantastic machines, unusual creatures).
c. Generates new images and meaning by using visual analogy and metaphor (e.g., seeing a cloud as an animal).
d. Observes how the visual relationship of objects and ideas affects meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.

a. Recognizes unique contributions of contemporary and historical Georgia artists and art forms.
b. Creates artwork that explores ideas, issues, and events from current and past cultures.

VA2CU.2 Views and discusses selected artworks.

a. Names subject and theme.
b. Uses context clues to identify time and place.
c. Theorizes and suggests how culture and environment provide inspiration for creating artworks.
d. Recognizes media and technique.
e. Observes and discusses simple perspective techniques (e.g., diminishing size, overlapping, placement on the picture plane).

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills, and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material and technique to communication of ideas. Media/techniques should include, but are not limited to drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.

VA2PR.1 Creates artworks based on personal experience and selected themes.

a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
b. Creates artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture) and principles of design (e.g., balance, repetition).
c. Combines materials in new and inventive ways to make a finished work of art.

VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).
b. Creates landscape with a horizon line.
c. Creates paintings with a variety of media (e.g., tempera, watercolor).
d. Mixes colors intentionally to create specific new colors.
e. Mixes white with colors to create tints and black with colors to create shades (values).
f. Creates prints using mono-printing or relief techniques.
g. Develops craft techniques (e.g., collage, stitchery, weaving).

VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates ceramic objects incorporating basic additive method.
b. Creates sculpture using a variety of materials and methods (e.g., papier- mâché, paper sculpture, assemblage, found objects).
c. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, and jewelry). VA2PR.4 Participates in appropriate exhibition(s) of artworks.

a. Writes a title that describes his or her finished work of art.
b. Writes an artist's statement by reflecting on finished artwork.
c. Signs a finished work of art.
d. Views displayed artwork.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism.
VA2AR.1 Discusses his or her artwork and the artwork of others.

a. Demonstrates a respect for art forms and art objects.
b. Identifies the differences between photographs, paintings, drawings and sculptures.
c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, and texture.
d. Differentiates horizontal, vertical, and diagonal lines.
e. Uses art terminology with emphasis on the principles of design: contrast, rhythm/movement, and pattern/repetition.
f. Recognizes that lines can show rhythm and movement.
g. Demonstrates that shape/forms can have balance (e.g., symmetrical, asymmetrical).
h. Identifies geometric and non-geometric shapes and forms in artwork.
i. Describes colors as warm or cool.
j. Identifies value as the lightness or darkness of a color.
k. Distinguishes between 2-D shapes and 3-D forms.
l. Explains how space is either positive or negative.
m. Identifies symmetrical (formal) and radial balance in artworks and in nature.
n. Distinguishes between the textures of materials, such as fabric, yarn, paper, clay, and found objects.
o. Recognizes that texture can be visual and/or tactile.
p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.

VA2AR.2 Uses a variety of approaches to understand and critique works of art.

a. Describes his or her artwork, revealing subject, story, and intention.
b. Discusses and compares his or her definition of art with that of others.
c. Compares and contrasts artworks based on subject, theme, and/or elements.
d. Expresses preference for one of two or three artworks.

CONNECTIONS

The student makes connections to other disciplines and the world through the vis ual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).
VA2C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Explores and creates art inspired by ideas from literature, science, music, and/or math.
b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA2C.2 Develops life skills through the study and production of art.

a. Manages goals and time.
b. Adapts to change.
c. Works in teams.
d. Guides and leads others.

GRADE 3 **VISUAL ARTS**

Self-criticism is common and drawing is often less spontaneous among third graders when compared to earlier stages. In student drawings, objects no longer stand on a baseline or overlap. Beginning use of perspective and awareness of shading develops.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical- thinking, perceptual awareness and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversations.

VA3MC.1 Engages in the creative process to generate and visualize ideas.

a. Creates a series of thumbnail sketches to alter visual images, such as magnifying, reducing, repeating or combining them in unusual ways, to change how they are perceived and interpreted.
b. Formulates visual ideas by using a variety of resources (books, magazines, and Internet).

VA3MC.2 Formulates personal responses to visual imagery.

a. Uses a sketchbook for planning and self- reflection.
b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.

VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

a. Generates different viewpoints for making and interpreting a visual image.
b. Develops open-ended themes/topics in unique and innovative ways (e.g., modifying or combining visual images).
c. Observes how visual relationship of objects and ideas (e.g., contrast, proportion, placement) affects appearance and how arrangements may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
b. Discovers personal relationship to community, culture, and world though making and studying art.

VA3CU.2 Views and discusses selected artworks.

a. Names subject and theme.
b. Uses context clues to identify time and place.
c. Identifies artist and culture.
d. Recognizes media and technique.
e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. The student should be engaged in well-rounded studio art experiences.
VA3PR.1 Creates artworks based on personal experience and selected themes.

a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).
d. Combines materials in new and inventive ways to make a finished work of art.

VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates drawings with a variety of media (e.g., pencils, crayons, pastel).
b. Draws lines with varied weights and in varied ways.
c. Uses directional lines (vertical, horizontal, diagonal).
d. Creates landscape with foreground, middle ground, background.
e. Achieves distance through diminishing sizes and placement of objects higher on the page.
f. Creates paintings with a variety of media (e.g., tempera, watercolor).
g. Creates prints using mono-printing and relief techniques.

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates ceramic objects incorporating the additive method using score and slip.
b. Creates sculpture using a variety of methods (e.g., papier- mâché, cutting, folding, found objects).
c. Makes decisions about surface treatment of sculpture or ceramic form.
d. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, jewelry). VA3PR.4 Participates in appropriate exhibition(s) of artworks.

a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
b. Participates in an art exhibit.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses a personal viewpoint and offers constructive criticism. VA3AR.1 Discusses his or her artwork and the artwork of others.

a. Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis).
b. Demonstrates a respect for art forms and art objects.
c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.
d. Uses art terminology with emphasis on the principles of design. (e.g., balance, proportion, rhythm, emphasis, unity, contrast).
e. Recognizes that lines can be used to suggest movement, feelings, sounds, and ideas.
f. Points to descriptive, directional, and expressive lines in artworks.
g. Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms.
h. Identifies intermediate and complementary colors, tints, and shades of colors.
i. Recognizes value as the lightness and darkness of a color.
j. Distinguishes between 2-D shapes and 3-D forms.
k. Recognizes the division of picture plane into foreground, middle ground, and background.
l. Describes how negative and positive space is related.
m. Recognizes and compares symmetrical and asymmetrical balance in artworks.

VA3AR.2 Uses a variety of approaches to understand and critique works of art.

The student--

a. Distinguishes between original artwork and reproductions.
b. Describes his/her artwork revealing subject, story, and intention.
c. Compares and contrasts artworks based on subject, theme, and/or elements and principles of art.
d. Expresses preference for one of two or three artworks and gives reasons why.
e. Discusses how the elements and principles of design contribute to the composition in an artwork.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6).

The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Makes interdisciplinary connections, applying art skills and knowledge to improve understanding in other disciplines.
b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA3C.2 Develops life skills through the study and production of art.

a. Manages goals and time.
b. Adapts to change.
c. Works in teams.
d. Guides and leads others.
e. Directs own learning.
f. Demonstrates persistence.

GRADE 4 **VISUAL ARTS**

The fourth grade marks the start of increased realism in a student's work of art. At age nine or ten, many children exhibit greater visual awareness of the things around them. As a result, they become increasingly conscious of details and proportion in what they are drawing. They typically include elaborate hairstyles, jewelry, and logos in their portrait drawings. People are also drawn in action poses and costumes. At this stage, there is an increased concern for making artwork look ―right,‖ and students may quickly become frustrated and disappointed. Students begin to show depth in their drawing, with overlapping and diminishing size. Students also incorporate greater awareness of symbolism and meaning in works of art (visual metaphor and expressive imagery).

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical- thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and in the course of conversations.

VA4MC.1 Engages in the creative process to generate and visualize ideas.

a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating, or combining them in unusual ways) to change how they are perceived and interpreted.
b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).

VA4MC.2 Formulates personal responses to visual imagery.

a. Uses a sketchbook for planning and self- reflection.
b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.
c. Self- monitors by asking questions before, during, and after art production to reflect upon and guide the artistic process.

VA4MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

a. Generates different viewpoints for making and interpreting a visual image.
b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.
c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how placement may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA4CU.1 Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.

a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.
b. Explores and articulates ideas and universal themes from diverse cultures of the past and present.

VA4CU.2 Views and discusses selected artworks.

a. Identifies elements, principles, themes, and/ or time period in a work of art.
b. Discusses how social events inspire art from a given time period.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student applies media, techniques, and processes to develop basic skills and increase confidence. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student relates process, material, and technique to the communication of ideas. Media/techniques should include, but are not limited to drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. The student should be engaged in well-rounded studio art experiences.
VA4PR.1 Creates artworks based on personal experience and selected themes.

a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.
b. Makes design decisions as the result of conscious, thoughtful planning and choices.
c. Communicates values, opinions, or personal insights through an original work of art.
d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.
e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)
f. Produces artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture)
g. Combines materials in new and inventive ways to make a finished work of art.

VA4PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Produces drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).
b. Creates contour drawing.
c. Uses shading (changes in value) to create depth and model form.
d. Captures movement in artworks, such as gesture drawings.
e. Creates paintings with a variety of media (e.g., tempera, watercolor, acrylic).
f. Mixes and uses color schemes (analogous, monochromatic, complementary, neutral).
g. Creates a series of numbered prints.
h. Creates art works using available technology (e.g., computer, scanner, camera, digital/video recorder).

VA4PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.
b. Creates ceramic objects using hand-building methods (e.g., pinch, coil, slab,) clay processing techniques (e.g., wedge, score and slip) and surface design (e.g., stamping, relief carving, glazing, burnishing)
c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier- mâché, paper sculpture, assemblage, found object sculpture).

VA4PR.4 Plans and participates in appropriate exhibition(s) of artworks.

a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
b. Chooses artwork to be displayed.
c. Attends art exhibits in the school and/or local community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her own artwork and the artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student demonstrates the ability to reflect upon and interpret the construction of meaning in his or her own artwork and the artwork of others. Interacting with peers, the student expresses and validates a personal viewpoint and offers constructive criticism.

VA4AR.1 Develops and maintains an individual portfolio of artworks.

a. Distinguishes between complete and incomplete artworks.
b. Identifies strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.

VA4AR.2 Uses a variety of approaches to understand and critique works of art.

a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
c. Distinguishes among representational art, abstract art, and non-objective art forms.
d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
e. Demonstrates how shape/form can have radial balance or symmetrical balance.
f. Writes about art for an audience and captures the feelings represented in words.

VA4AR.3 Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

a. Uses art terminology with emphasis on the elements of art: space, line, shape, form, color, value, texture.
b. Uses art terminology with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, and contrast.
c. Recognizes spatial concepts that show depth in art works (e.g., overlapping, placement, size, color, detail) and uses them in a work of art.
d. Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (e.g., dimensional line, shading techniques).
e. Discusses properties of color (e.g., hue, intensity, value), color schemes (e.g., neutral, complementary, analogous, monochromatic, triadic) and properties of color and how they are used in a work of art.
f. Demonstrates how contrast can be used in a work of art to create emphasis.
g. Explains the use of positive and negative space in composition.
h. Describes how repeated colors, lines, shapes, forms, or textures can create pattern and show movement in an artwork.
i. Demonstrates how the relationship of size between objects affects scale and proportion in a work of art.
j. Uses adjectives to describe texture.

CONNECTIONS

The student makes connections to other disciplines and the world through the visual arts (National Standard 6). The student makes connections from the world of art to other areas of learning and personal endeavor. The student derives inspiration for art from a variety of content areas. The student informs study and production of art by integrating information and skills from other areas of knowledge and academic disciplines (e.g., math, reading, English Language Arts, social studies, science, music, dance, theater arts, world languages, career awareness, and technology).

VA4C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines.
b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).
c. Describes and discusses design in daily life (e.g., clothing, houses, cars, furniture).

VA4C.2 Develops life skills through the study and production of art.

a. Manages goals and time.
b. Adapts to change.
c. Works in teams.

d. Guides and lead others.
e. Directs own learning.
f. Demonstrates persistence.

GRADE 5 **VISUAL ARTS**

This stage, marked by caution and self-criticism, is the most critical stage of artistic development. Students show interest in detail, perspective, subtle use of color, and art techniques. Their interest in art moves from solely one of personal expression to consciously improving the quality of visual forms. A student's artwork is inspired by visual stimuli, subjective experiences, and interpretations drawn from imagination or from observation. At this level, students are interested in learning how things work and desire more in-depth information about the concepts, skills, and strategies practiced in earlier grades.

MEANING and CREATIVE THINKING

The student engages in the creative process, open-ended inquiry, problem-solving, and aesthetic understanding through development and examination of his or her own art works and the art works of others (National Standards 2 & 3). The student develops creativity, critical- thinking, perceptual awareness, and problem solving skills. The student considers the critical questions of art, making effort toward constructing meaning as art is encountered and produced. Evidence may be documented through diagrams, journal-keeping, brainstorming lists, project development, and conversation. VA5MC.1 Engages in the creative process to generate and visua lize ideas.

a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating or combining them in a variety of ways) to change how they are perceived and interpreted.
b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).
c. Develops fluency, flexibility, and elaboration of ideas in the development of a work of art.

VA5MC.2 Formulates personal responses to visual imagery.

a. Uses a sketchbook for planning and self- reflection.
b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.
c. Applies images from a variety of sources (e.g., personal experience, social and/or academic interests, books, visual resources, popular culture) and transforms them in free and open-ended ways.
d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.

VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

a. Generates different viewpoints for making and interpreting a visual image.
b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.
c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how the placement may affect meaning and/or significance.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and culture (National Standard 4).

The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.

a. Recognizes the unique contributions of contemporary and historical artists and art forms.
b. Explores and articulates ideas, themes, and events from diverse cultures of the past and present.

VA5CU.2 Views and discusses selected artworks.

a. Identifies elements, principle, themes, and/ or time period in a work of art.
b. Investigates how art history shapes contemporary life.
c. Discusses how social events insp ire art from a given time period.

PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her own ideas and conceptual understandings (National Standard 1).

Experiencing the role of the artist, each student selects media, techniques, and processes, analyzes what makes them effective or not effective in communicating ideas, and reflects upon the effectiveness of the choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of experiences and ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. The student should be engaged in well-rounded studio art experiences.
VA5PR.1 Creates artworks based on personal experience and selected themes.

a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.
b. Makes design decisions as the result of conscious, thoughtful planning and choices.
c. Communicates values, opinions, or personal insights through an original work of art.
d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.
e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)
f. Produces artworks emphasizing one or more elements of art (e.g. color, line shape form, texture).
g. Combines materials in new and inventive ways to make a finished work of art.

VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).
b. Draws images from careful observation.
c. Produces drawings that emphasize proportion and/or distortion.
d. Creates drawings using a variety of techniques (e.g., linear perspective, contour line, gesture line).
e. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).
f. Uses color schemes in a work of art (analogous, monochromatic, complementary, neutral, tertiary).
g. Creates an edition of prints.
h. Creates art works using available technology (e.g., computers, cameras, digital/video recorder).

VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.
b. Creates ceramic objects demonstrating refinement of the additive or subtractive method. (e.g., pinch method, coil method, relief) and techniques (e.g., score and slip, wedging, slab method, surface texture).
c. Creates sculpture using a variety of methods (e.g., papier- mâché, cutting, folding, found objects).
d. Creates compositions using traditional and/or contemporary craft methods (e.g., weaving, stitchery, batik, jewelry, book arts).

VA5PR.4 Plans and participates in appropriate exhibition(s) of artworks.

a. Prepares artwork for exhibition by writing a title, statement and signature on his or her finished work of art.
b. Chooses artwork to be displayed.
c. Attends art exhibits in the school and/or local community.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of own artwork and artwork of others (National Standard 5). The student describes and assesses materials, techniques, and processes used to complete a finished artwork. The student compares multiple purposes for creating works of art. The student demonstrates the ability to reflect upon and interpret the construction of meaning in own artwork and the artwork of others. Interacting with peers, the student expresses and validates a personal viewpoint and offers constructive criticism. VA5AR.1 Develops and maintains an individual portfolio of artworks.

a. Distinguishes between complete and incomplete artworks.
b. Develops strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.

VA5AR.2 Uses a variety of approaches to understand and critique works of art.

a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
c. Distinguishes between representational, abstract art and non-objective forms.
d. Analyzes and assesses an artist's intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present but what is missing.
e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
f. Writes about art for an audience and captures the feelings represented in words.

VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, value, texture.
b. Uses art terms with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, contrast.
c. Describes how line can be used to show shape, movement, and space.
d. Explains how the relationship of size between objects affects the scale and proportion in a work of art.
e. Recognizes aerial and linear perspective techniques in a work of art.
f. Describes how repeated colors, lines, shapes, forms, or textures can show movement in an artwork.
g. Discusses the effect of color properties (hue, intensity, and value) and color schemes (analogous, monochromatic, complementary) on the composition.
h. Identifies the use of light to show texture, shape and form.
i. Describes how changes in light affect the perception of color.
j. Explains how warm and cool colors create space in a work of art. (e.g., warm forward/ cool recedes).
k. Identifies emphasis in a compositio n by the amount of contrasts in hues (colors), intensity (brightness), and value (dark- light).
l. Differentiates relief sculpture and sculpture in the round.
m. Examines how artists use linear perspective (one- and two-point), atmospheric perspective, overlapping, size variation, and placement in the picture plane to achieve depth in artworks.
n. Analyzes proportion in artworks as the relationship of one part to another or to the whole.
o. Explains that negative space is the area that surrounds an object.
p. Describes how textures, real or implied, affect an artwork.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6). The student compares the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. The student describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.

a. Makes interdisciplinary connections applying art skills, knowledge, and ideas to improve understanding in other disciplines.
b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).
c. Describes and discusses design in daily life (e. g., clothing, houses, cars, furniture).
d. Identifies how and why skills (e.g., observation, perception, imagination) impact art and enhance non-art endeavors.

VA5C.2 Develops life skills through the study and production of art.

a. Manages goals and time.
b. Adapts to change.
c. Works in teams.
d. Guides and leads others.
e. Directs own learning.
f. Demonstrates persistence.

Grades 6-8 Visual Arts Introduction

The Middle School Grades 6-8 Visual Arts Standards are designed so that they can be compacted to serve a brief course of instruction or they may be expanded for delivery to a semester or longer. While the Visual Arts can make a significant contribution to a child's continuing cognitive and emotional growth, not all students take art at the middle school level. The art teacher may have students for one term or multiple terms. Middle school art teachers must adapt to a wide range of abilities in a single classroom. To meet the needs of a wide range of students, art should be taught by a certified visual arts specialist with training in curriculum and pedagogy.

Art is an important means of self-expression, self-reflection, and the creation of personal identity. The Georgia Performance Standards for Visual Art builds opportunities for students to develop in affective, academic, and social ways through the explorations of visual media in their own art making and increasingly rigorous inquiry into art history, contemporary art making and cultural contexts. The standards guide development of the students' technical skills and higher- order thinking. Aesthetic understanding, imagination, creativity, problem-solving, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines are important aspects of these standards.

Form and content cannot be separated. How something is said or done shapes the content of the experience. Personal success stems from the care invested in one's own work and the ability to work cooperatively with others in a dynamic studio setting.

GRADE 6 **VISUAL ARTS**

Visual art builds opportunities for self- reflection and the creation of individual identity. Transitioning through pre-adolescence with increasing independence, and social awareness, students benefit from structure that allows room for exploration and development of personal expression.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds, identifies, formulates, solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his/her own art and the artwork of others **(**National Standards 2 & 3).

Description: The student develops creativity, critical-thinking, perceptual awareness, and problem-solving skills. The student considers essential questions of art, engages in aesthetic dialogue, and makes efforts to construct meaning in the study of art. VA6MC.1 Engages in the creative process to generate and visualize ideas.

a. Visualizes new ideas by using mental and visual imagery.
b. Formulates and composes a series of ideas using a variety of resources (e.g., imagination, personal experience, social and/or academic interests, books, Internet, popular culture). Evidence may be documented through diagrams, journal-keeping, sketches, brain-storming lists, collections of art resources, and conversatio n.
c. Explores essential questions, big ideas, or themes in personally relevant ways.

VA6MC.2 Identifies and works to solve visual problems through creative thinking, planning, and/or experimenting with art materials, tools and techniques.

a. Demonstrates problem-solving skills by experimenting with different ideas, materials, or techniques.
b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.
c. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.
d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.

VA6MC.3 Interprets how artists communicate meaning in their work.

a. Discusses common themes found in a variety of art works of past and/or present artists.
b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.
c. Identifies and analyzes the artists' ideas, symbols, values, themes and/or intentions within artworks through spoken, written, or visual form.
d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork. VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others.

a. Provides personal response (e.g., spoken, written, or visual) to a work of art using the language of art.
b. Participates in open-ended discussion, and supports peers through informal assessment of idea development and works of art in progress.
c. Explores essential questions related to the study of art. (e.g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or ―reading‖, works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4).

Description: The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture. VA6CU.1 Discovers how the creative process relates to art history.

a. Recognizes the unique contributions of past and present artists, art periods, and movements.
b. Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.
c. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one's own vision.
d. Recognizes varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture and history.

VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.

a. Examines how forms and styles of visual and/or media arts are found in own community.
b. Articulates ideas and themes from diverse cultures of the past and/or present.
c. Recognizes the relationship between personal artistic contributions and one's own relationship to the world at large.
d. Participates in activities (e.g., discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history.

PRODUCTION and RESPONSE

The student creates artworks by applying media, techniques, and processes to formulate and to express his or her own ideas and conceptual understandings (National Standard 1). **Description:** Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and technology. The student should be engaged in a well-rounded studio experience.

VA6PR.1 Understands and applies media, techniques, and processes.

a. Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media).
b. Develops a variety of drawing skills (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.
c. Produces three-dimensional artworks (e.g. ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g., clay, papier- mâché, cardboard, paper, plaster, wood, wire, found objects, fiber, textile and/or combinations of these media) and techniques.
d. Develops awareness of the properties of art materials in preparation for art making.
e. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).
f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).

g. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).

VA6PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.

a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events, pop culture).
b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
c. Selects specific media and processes to express moods, feelings, themes, or ideas in a work of art.
d. Develops and uses original visual metaphors in artwork to convey meaning.
e. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).

VA6PR.3 Incorporates an understanding of the language of art (elements and princip les of design) to develop and organize own ideas, resolve specific visual arts problems, and create works of art.

a. Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks.
b. Creates artwork reflecting a range of concepts, ideas, and subject matter by incorporating specific elements or principles.

VA6PR.4 Keeps a visual/verbal sketchbook journal to collect, develop and preserve ideas in order to produce works of art.

a. Collects and explores inspirational images, words, thoughts and ideas.
b. Maintains instructional information, consults resources, and creates notes.
c. Practices techniques using a variety of media and tools.
d. Composes preliminary sketches and drafts.
e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/skills, notes, media processes).

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her own work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

VA6AR.1 Develops and maintains an individual portfolio of artworks.

a. Distinguishes between complete and incomplete artworks.
b. Analyzes projects and revises them as needed.

c. Compiles a collection of finished works that demonstrate competency using a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style over time.

VA6AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

a. Acquires a range of approaches using a variety of thinking strategies to understand and critique works of art using a variety of thinking strategies.
b. Evaluates personal art works using multiple criteria.
c. Develops skills to provide formal or informal feedback to peers on work in process as part of a community of learners.
d. Provides respectful and constructive criticism to peers in informal or formal class critiques.
e. Explains how selected principles of design and elements are used in an artwork to convey meaning and how they affect personal response to that artwork.

VA6AR.3 Reflects and expands and expands use of visual language throughout the artistic process.

a. Writes a personal reflection about a work of art in a journal, essay, or other written response that captures the felt meaning of a work of art.
b. Reflects upon meaning conveyed by principles of design and elements of art discussing how these contribute to the merit of a work of art.
c. Uses technology and/or visual organizers during the reflection proce ss.
d. Analyzes and interprets artworks through thoughtful discussion or written response considering themes, ideas, moods, or intentions presented by the artists.
e. Revises artwork based on input from the critique process.

VA6PR.4 Plans and participates in appropriate exhibition(s) of artworks.

a. Writes a title that describes his or her finished work of art.
b. Writes an artist's statement by reflecting on finished artwork.
c. Chooses artwork to be displayed.
d. Participates in art exhibits in the school and/or local community.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).
Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration from a variety of content areas. The student actively informs his or her study and production of art by making connections. Through the study and production of art, the student develops visual and verbal literacy, life, and work skills, including appropriate use and development of technology.

VA6C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Makes interdisciplinary connections expanding upon and applying art skills and knowledge to enhance personal learning.

b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.
c. Integrates themes, ideas and concepts from variety of disciplines.

VA6C.2 Develops fluency in visual communication.

a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).
b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment), using art to enhance other areas of learning.
c. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.
d. Utilizes informational text (e.g., online journals, periodicals) to communicate art ideas.

VA6C.3 Expands knowledge of art as a profession and/or avocation.

a. Identifies and discusses design in daily life (e.g., buildings, clothing, furniture, automobiles, advertising).
b. Identifies skills and educational requireme nts necessary to pursue visual arts professions (e.g., fine artists, designers, art educators, architects, animators).
c. Discusses how study in art benefits one's future as a vocation: (e.g., making, collecting, and volunteering); art-related careers; and/or non-art careers and life skills.
d. Identifies and builds art skills and habits of mind that support a variety of careers (e.g., higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).

GRADE 7 **VISUAL ARTS**

Visual art continues to build opportunities for self-reflection, and exploration of ideas. Students benefit from structure that acknowledges personal interests and develops individual identity. Social awareness, concern for personal appearance and peer relationships gain importance.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others. (National Standards 2 & 3) **Description:** The student develops creativity, critical- thinking, and problem-solving skills. The student considers essential questions of art, engages in aesthetic dialogue, and makes efforts to construct meaning as he or she encounters in the study of art.

VA7MC.1 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

a. Uses imagination and the elements and principles of design to shape meaningful works of art.

b. Visualizes new ideas using mental and visual imagery.
c. Explores essential questions, formulates uniq ue ideas and concepts using creative thinking and problem-solving skills (e.g., using visual organizers, diagrams, visual journals, brain-storming lists, art resources, and in discussions).

VA7MC.2 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.

a. Uses art media to independently explore, discover and reflect on personal identity, interests, motivations and themes.
b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.
c. Demonstrates understanding of the relationship between creativity and problem- solving using a variety of problem-solving strategies to generate more than one solution for an artistic problem.
d. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.
e. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.

VA7MC.3 Interprets how artists create and communicate meaning in and through their work.

a. Identifies, discusses and analyzes common themes, symbols, values and/or intentions found in a variety of art works of past and/or present artists in a variety of ways (spoken, written, or visual).
b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.
c. Recognizes and evaluates how artists choose and use materials, visual elements,/principles, styles, techniques and tools to shape and communicate meaning.
d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.

VA7MC.4 Participates in dialogue about his or her artwork and the artwork of others.

a. Writes, reflects upon, and revises personal answers to artistic essential questions (e.g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or ―reading‖, works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?).
b. Participates in open-ended discussion, and supports peers though informal, on- going assessment of idea development and works of art in progress.
c. Formulates and supports a position about a work of art and changes or defends that position after considering the views of others.

d. Reflects on how personal experiences in community, culture, and the world inform the work of an artist.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4).
Description: The student recognizes the impact of art throughout history and within different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.
VA7CU.1 Discovers how the creative process relates to art history.

a. Identifies and analyzes universal themes, symbols and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.
b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of own vision.
c. Recognizes the unique contributions of past and present artists, art periods, and movements (e.g., Asian regions, African regions).
d. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.
e. Synthesizes influences from art history into personal art making.

VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.

a. Examines how forms and styles of visual and media arts are found in own community.
b. Articulates ideas and universal themes from diverse cultures of the past and/or present.
c. Recognizes the relationship between personal artistic contributions and one's relationship to the world at large.
d. Participates in activities (e.g., discussion, reading writing, art making, art events), that promote personal engagement in the community and/or study of art history.

PRODUCTION and RESPONSE

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).
Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to complete personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital. Students should be engaged in a well-rounded studio art experience.
VA7PR.1 Understands and applies media, techniques, and processes with care and craftsmanship.

a. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans).
b. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).
c. Explores various techniques/processes as well as the properties of art materials in preparation for art making (e.g., drawing, painting, mixed- media, printmaking, sculpture, digital art, fiber arts, ceramics, photography, technology based art works, graphic design).
d. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.
e. Produces original two-dimensional artworks for intended purpose, using a variety of media (e.g., pencils, markers, pastels, water-based paints, printmaking materials, photographic/electronic media).
f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
g. Produces works of art that demonstrate knowledge of various styles of art (realism, formalism, abstraction).
h. Understands and practices safe and appropriate handling of art materials and tools.

VA7PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.

a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events, pop culture).
b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
c. Develops and uses original visual metaphors in artwork to convey meaning.
d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).
e. Selects specific media and processes to express moods, feelings, themes, or ideas.

VA7PR.3 Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.

a. Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional and three-dimensional works of art.
b. Applies color theory (e.g., color schemes, relationships, properties) to create visual effects and communicate ideas.

VA7PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art.

a. Collects inspirational images, words, thoughts, and ideas.
b. Maintains notes and class information.
c. Plans artwork, practices techniques.
d. Uses thumbnail sketches and visual/verbal notes to plan compositions.
e. Evaluates effective use of the Principles of Design within one’s own work.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism. VA7AR.1 Develops and maintains an individual portfolio of artworks.

a. Distinguishes between complete and incomplete artworks.
b. Analyzes and evaluates projects and revises them as needed.
c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes; proficiency in craftsmanship and technical skills; and the development of an emerging personal style over time.

VA7AR.2 Critiques personal artworks as well as artwork of others using visual the and verbal approaches.

a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.
b. Evaluates personal works using multiple criteria.
c. Provides respectful and constructive criticism to peers in informal and formal class critiques.
d. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
e. Explains how selected principles of design and elements of art are used in an artwork to convey meaning and how they affect personal response to that artwork.
f. Analyzes artworks based on the ways technique, media, style and composition are used to convey meaning.
g. Presents work in a group setting for formal/informal evaluation.

VA7AR.3 Reflects and expands the use of visual language throughout the artistic process.

a. Writes a personal reflection about a work of art in a journal, essay or other written response that captures of a work of art.
b. Reflects upon meaning conveyed through principles of design and elements of art discussing how these contribute to the merit of a work of art.
c. Uses technology and/or visual organizers during the reflective process.
d. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, moods and/or intentions presented by the artists.
e. Revises artwork based on input from the critique process.
f. Evaluates own artwork using criteria (e.g., composition, craftsmanship, technical skill, meeting goals of work, creativity, felt meaning, progress over time).

VA7AR.4 Plans and presents appropriate exhibition(s) for work(s) of art.

a. Prepares own artwork to be exhibited in the classroom and in the school community.
b. Mounts or mats finished works in a visually pleasing manner.
c. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
d. Attends art exhibits in the school and/or local community.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).
Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration for art from a variety of content areas. The student informs his or her study and production of art by integrating information and skills from other areas of knowledge and academic disciplines, such as math, reading, English Language Arts, social studies, science, performing arts, physical education, and connection programs.

Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VA7C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Makes connections to other subjects that help expand art knowledge and/or skills.
b. Integrates themes, ideas, and concepts from a variety of disciplines/subjects.
c. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.

VA7C.2 Develops fluency in visual communication.

a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).
b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, Reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment). (Using art to enhance other areas of learning).
c. Interprets the felt outcome or meaning of images found in various works of art/communication media (e.g., video, advertisements) and produces a visual and/or verbal response.
d. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.
e. Utilizes informational text (e.g., online journals, periodicals, print or non-print) to communicate art ideas.

VA7C.3 Expands knowledge of art as a profession and/or avocation and increases personal life- skills through artistic endeavor.

a. Identifies and researches skills and educational requirements for a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators).
b. Identifies and builds art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).

GRADE 8 VISUAL ARTS MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his or her art and the artwork of others (National Standards 2 & 3). **Description:** The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art. (Evidence may be documented through mapping, diagrams, journal-keeping, brain-storming lists, project development, and dialogue.)

VA8MC.1 Engages in the creative process to generate and visualize ideas.

a. Uses elements of art and principles of design to expand imagination and develop meaningful ideas.
b. Visualizes unique ideas and formulates artistic concepts to expand the imagination using a variety of approaches (e.g., mental and visual imagery, brainstorming lists, visual journals, sketches, art resource collections, discussions).
c. Engages imagination to enhance fluency, flexibility, and elaboration in the visualization of ideas.

VA8MC.2 Identifies and works to solves problems through authentic engagement (thinking, planning, and experimenting) with art methods and materials, exploring the nature of creativity.

a. Discovers and independently defines and reflects on artistic problems related personal interests.
b. Employs multiple problem-solving strategies to develop a variety of solutions to artistic problem; evaluating the merits of each.
c. Engages in open-ended inquiry and solves artistic problems through discussion and respectful interaction with peers.
d. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.

VA8MC.3 Demonstrates how artists create and communicate meaning in artworks.

a. Identifies, discusses, and analyzes aspects (e.g., common themes, symbols, values, and/or intentions) found in a variety of art works through spoken, written, or visual presentations.
b. Gathers information and ideas by purposefully observing, comparing, contrasting, and analyzing selected art works.
c. Studies contemporary and/or historical works of art to determine influences that shaped the development of the work.

d. Recognizes and evaluates how artists choices (e.g., material selection, techniques, tools, styles, use of visual elements and principles) shape and communicate meaning.

VA8MC.4 Participates in aesthetic dialogue about his or her artwork and artwork of others.

a. Makes personal responses (verbal and/or visual) to artistic questions. (e.g., What can I learn from looking at, or ―reading‖ works of art? What role does empathy play in art making and viewing? What is the role of care in creating a successful work of art? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my choices as an artist affect my experience in creating a work of art? How do my techniques and choices influence the outcome of my work? How do I demonstrate craftsmanship in my work, and why is that important? How do my choices as an artist affect the experience of other people when they look at my work? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)
b. Participates in open-ended discussions of art topics as a respectful member of a group.
c. Formulates and supports a position about a work of art and changes or defends that position after considering views of others.
d. Reflects on how personal experiences in community, culture, and the world inform one's work as an artist.

CONTEXTUAL UNDERSTANDING

The student understands the visual arts in relation to history and cultures (National Standard 4). **Description:** The student recognizes the impact of art throughout history and within different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture. VA8CU.1 Discovers how the creative process relates to art history.

a. Identifies and analyzes universal themes, symbols, and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.
b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of their vision.
c. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.
d. Recognizes the unique contributions of past and/or present artists, art periods and movements, including but not limited to contemporary/historical art forms and Georgia artists (e.g., Regional Art, Folk Art, Cherokee and Creek cultures).
e. Synthesizes influences from art history into personal art making.

VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.

a. Investigates how forms and styles of visual and /or media arts are found in own community.
b. Articulates ideas and universal themes from diverse cultures of the past and present.

c. Reflects upon personal artistic contributions in relationship to the community and the world at large.
d. Participates in activities (e.g., discussion, reading, writing, art making, dramatizations, art events) that promote personal engagement in the study of art history and culture.

RESPONSE and PRODUCTION

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material and technique to communication of ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital.

VA8PR.1 Engages in art making process with care and craftsmanship.

a. Explores the properties of art materials and various techniques/processes in preparation for art making.
b. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).
c. Uses thumbnail sketches and visual/verbal notes to plan compositions.
d. Uses tools and materials with craftsmanship (e.g. with care in a safe and appropriate manner).
e. Intermittently revises projects as needed throughout the creative process.

VA8PR.2 Creates artwork reflecting a range of concepts, ideas, subject matter.

a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events and/or pop culture).
b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.
c. Develops and uses original visual metaphors in artwork to convey meaning.
d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).
e. Selects specific media and processes to express moods, feelings, themes, or ideas.
f. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).

VA8PR.3 Produces an array of two-dimensional and three-dimensional artistic processes and techniques using a variety of media and technology.

a. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective. scale drawing) to convey meaning and idea.
b. Produces original two-dimensional artworks using a variety of media.

c. Examines, explores, and demonstrates understanding of basic color theory to create visual effects and communicate ideas.
d. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).
e. Develops three-dimensional artworks from materials such as clay, *papier-mache*, plaster, wood, wire, found objects and/or combinations of materials.

VA8PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop and preserve ideas in order to produce works of art.

a. Collects and synthesizes inspirational images, words, thoughts and ideas.
b. Maintains instructional information, consults resources, takes, and makes notes.
c. Practices techniques using a variety of media and tools.
d. Composes preliminary sketches and drafts.
e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/skills, use of elements/principles, notes, media processes).

VA8PR.5 Develops and maintains an individual portfolio of artworks.

a. Distinguishes between complete and incomplete artworks.
b. Analyses own projects and revises them as needed.
c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style.

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses the materials, techniques, and processes used to complete a finished artwork. The student applies art concepts to reflect upon and interpret his or her work and the work of others. The student thoughtfully expresses personal opinion, carefully reasoned viewpoints, and constructive criticism.

VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.

a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.
b. Evaluates personal works using multiple criteria.
c. Develops skills to provide informational feedback to peers on work in process as a member of a community of learners.
d. Provides respectful and constructive criticism to peers in formal class critiques.
e. Provides respectful and constructive criticism to peers in class critiques.
f. Analyzes artworks based on the ways technique, media, and composition are used to communicate meaning.
g. Evaluates and explains how selected principles of design and elements of art are used in an artwork to express purpose and how they affect personal response to that artwork.

VA8AR.2 Reflects and expands the use of visual language throughout the artistic process.

a. Reflects on ideas and artistic practice through journal-keeping, essay and other written response.
b. Uses language of art to reflect on the meaning conveyed in a work of art.
c. Uses technology, mapping and visual organizers during the reflection process
d. Justifies verbal responses and/or visual presentations.
e. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, and /or intentions presented by the artist.
f. Revises artwork based on input from critique process.
g. Self-evaluates work in progress and completed work using criteria such as composition, craftsmanship, technical skill, meeting goals of work and progress over time. VA8AR.3 Plans and presents appropriate exhibition(s) for work(s) of art.

a. Prepares art for presentation.
b. Mounts or mats finished works in a visually pleasing manner.
c. Prepares and exhibits artwork, including a written statement that communicates purpose, meaning, and/or intent.

CONNECTIONS

The student makes connections to other disciplines and the world around him or her through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor by deriving inspiration for art from a variety of content areas. The student informs his or her study and production of art by integrating information and skills from o ther areas of knowledge and academic disciplines. Through the study and production of art, the student develops visual and verbal literacy and life and work skills, including appropriate use and development of technology.

VA8C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

a. Makes connections to other subjects that help expand art knowledge and /or skills.
b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the creation and interpretation of artworks.
c. Integrates themes, ideas and concepts from variety of disciplines as inspiration for artwork.

VA8C.2 Develops fluency in visual communication.

a. Reads about, writes, listens to, responds to, speaks about and views information related to art. (Reading Across the Curriculum).
b. Integrates information and skills from art into other subject areas to support personal learning.
c. Identifies and describes trends in the visual arts and communicates how the issues of time, place and culture are reflected in selected works.
d. Interprets visual message of images found in various works of art and /or communication media (e.g., video, advertisements, book covers, CD/DVD covers, posters) and produces a visual and/or verbal response.

e. Utilizes informational text (online journals, periodicals and other visual/text sources) to communicate art ideas.

VA8C.3 Expands knowledge of art as a profession and/or avocation and develops personal life- skills through artistic endeavor.

a. Collects information about a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators, photographer, typographer, illustrator).
b. Identifies skills and educational requirements necessary to pursue visual arts professions.
c. Develops art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).

III. Music Education: Georgia Performance Standards

Band Introduction

Georgia Performance Standards for Band supports the National Association for Music Education (MENC) expectation of promoting a comprehensive, balanced and sequential music education for all students based upon the National Standards for Music Education.

Georgia Performance Standards for Band are arranged in four categories: Skills and Techniques/ Performance, Creation, Critical Analysis/Investigate, and Cultural and Historical Context. The standards help organize the curriculum into manageable and related units designed to guide the student through valuable musical experiences.

Band standards are divided into four experience skill levels: Beginning, Intermediate, Advanced and Mastery. Since the time allotment for band class varies across the state, the levels are based on student progress rather than on an academic school year.

GRADE: 4 – 5 **MUSIC - BEGINNING BAND**

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MESBB.1 - Singing, alone and with others, a varied repertoire of music

a. Sing to recognize fundamentals of tone production.
b. Sing to match pitch through call and response (stepwise and major intervals).

MESBB.2 - Performing on instruments, alone and with others, through a varied repertoire of music

a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
d. Demonstrate all performance skills through “at-sight” performance of music literature at the appropriate level.

MESBB.3 - Reading and notating music

a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure.

B. Creation

MESBB.4 - Improvising melodies, variations, and accompaniments

a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
c. Demonstrate a rhythmic ostinato to be performed with a melody.

MESBB.5 - Composing and arranging music within specified guidelines

a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

C. Critical Analysis/Investigate

MESBB.6 - Listening to, analyzing, and describing music

a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.
b. Compare and contrast musical works based on genre and culture.

MESBB.7 - Evaluating music and music performances

a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
b. List strengths and weaknesses in performance, and suggest areas of improvement.
c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer.

D. Cultural and Historical Context

MESBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe how music relates to fine arts and other disciplines.
b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
c. Identify major time periods and describe music's influence on that time period.

d. Identify the influence of music on society and society's influence on music within a given time period.

MESBB.9 - Understanding music in relation to history and culture

a. Describe the characteristics of music from different cultures.
b. Analyze American and other genres of music in relation to its historical and cultural context.
c. Identify genres, styles, and composers within specific time periods.

GRADE: 6 – 8 **MUSIC – BEGINNING BAND**

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MMSBB.1 - Singing, alone and with others, a varied repertoire of music

a. Sing to recognize fundamentals of tone production.
b. Sing to match pitch through call and response (stepwise and major intervals).

MMSBB.2 - Performing on instruments, alone and with others, through a varied repertoire of music

a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
d. Demonstrate all performance skills through "at-sight" performance of music literature at the appropriate level.

MMSBB.3 - Reading and notating music

a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure.

B. Creation

MMSBB.4 - Improvising melodies, variations, and accompaniments

a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
c. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSBB.5 - Composing and arranging music within specified guidelines

a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

C. Critical Analysis/Investigate

MMSBB.6 - Listening to, analyzing, and describing music

a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.
b. Compare and contrast musical works based on genre and culture.

MMSBB.7 - Evaluating music and music performances

a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
b. List strengths and weaknesses in performance, and suggest areas of improvement.
c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer.

D. Cultural and Historical Context

MMSBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe how music relates to fine arts and other disciplines.
b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
c. Identify major time periods and describe music's influence on that time period.
d. Identify the influence of music on society and society's influence on music within a given time period.

MMSBB.9 - Understanding music in relation to history and culture

a. Describe the characteristics of music from different cultures.
b. Analyze American and other genres of music in relation to its historical and cultural context.
c. Identify genres, styles, and composers within specific time periods.

GRADE: 6 – 8 **MUSIC – INTERMEDIATE BAND**

(The design constructs for the intermediate curriculum may correlate with the musical concepts and demands found within grade 2 or 3 level literature.)

A. Skills and Techniques/Performance

MMSIB.1 - Singing, alone and with others, a varied repertoire of music

a. Sing to recognize fundamentals of tone production.
b. Sing to match pitch through call and response (diatonic intervals, major and minor keys).
c. Sing to reinforce breathing, use of the air stream, and quality of sound.

MMSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.
c. Use the following ensemble skills as a means of **i**nterpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.
d. Use context cues in the performance of "sight-reading" music literature of Level 1 and 2.

MMSIB.3 - Reading and notating music

a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
b. Interpret the musical terms incorporated in the literature.
c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.

B. Creation

MMSIB.4 - Improvising melodies, variations, and accompaniments

a. Distinguish chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales.
b. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSIB.5 - Composing and arranging music within specified guidelines

a. Creates music incorporating expressive elements.

C. Critical Analysis/Investigate

MMSIB.6 - Listening to, analyzing, and describing music

a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.
b. Distinguish characteristics of a specific work based on genre and culture.

MMSIB.7 - Evaluating music and music performances

a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.
b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.
c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette.

D. Cultural and Historical Context

MMSIB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Distinguish music based on the culture in which it was created.
b. Compare American music to other cultures.
c. Classify genre, style, and composer according to their time period.

MMSIB.9 Understanding music in relation to history and culture

a. Describe the characteristics of music from different cultures.
b. Analyze American music in relation to its historical and cultural context.
c. Identify Western and non-Western genres, styles, and composers within specific time periods.

GRADE: 6 – 8 **MUSIC – ADVANCED BAND**

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 4 literature.)

A. Skills and Techniques/Performance

MMSAB.1 - Singing, alone and with others, through a varied repertoire of music

a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production.
b. Sing to develop the ability to match major, minor, and perfect intervals.
c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.

MMSAB.2 - Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music.
b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges.
c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied.
e. Vocalize rhythms through counting and diatonic melodies in advanced middle school literature.
f. Demonstrate performance skills through "sight-reading" of grade 3 music literature.

MMSAB.3 - Reading and notating music

a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced middle school level.
b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.
c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

B. Creation

MMSAB.4 - Improvising melodies, variations, and accompaniments

a. Improvise a melody to a specified eight measure harmonic progression utilizing various musical styles and techniques.
b. Improvise a variation of a specific melody within the original musical style in major tonalities.
c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

MMSAB.5 - Composing and arranging music within specified guidelines

a. Construct rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
b. Arrange melodies for two different instruments with appropriate transpositions.
c. Compose melodic themes in contrasting styles in simple and compound meters.
d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form.

C. Critical Analysis/Investigate

MMS8AB.6 - Listening to, analyzing, and describing music

a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision.
b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance.
c. By listening to rhythmic patterns, identifies and writes rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature.
d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register.

MMSAB.7 - Evaluating music and music performances

a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied.
b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
c. Analyze and evaluate specific musical works and styles heard through recording or live performance using appropriate terminology.
d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance.

D. Cultural and Historical Context

MMSAB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

MMSAB.9 - Understanding music in relation to history and culture

a. Formulate an understanding of the historical and musical context of the performance literature.
b. Assess and connect elements of music literature, instruments, notations, etc. with appropriate historical and cultural background relating to the literature being studied.
c. Investigate and connect characteristics of the various elements within a particular historical period.
d. Critique and discuss the context of the historical timeline relating to the literature being performed.

GRADE: 9 - 12 **MUSIC – BEGINNING BAND**

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MHSBB.1 - Singing, alone and with others, through a varied repertoire of music

a. Sing to recognize fundamentals of tone production.
b. Sing to match pitch through call and response (stepwise and major intervals).

MHSBB.2 - Performing on instruments, alone and with others through a varied repertoire of music

a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
d. Demonstrate all performance skills through "sight-reading" performance of music literature at the appropriate level.

MHSBB.3 - Reading and notating music

a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
c. Demonstrate a steady beat and identify rhythms and meters through a systematic counting procedure.

B. Creation

MHSBB.4 - Improvising melodies, variations, and accompaniments

a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
c. Improvise a rhythmic ostinato to be performed with a melody.

MHSBB.5 - Composing and arranging music within specified guidelines

a. Compose rhythmic exercises and short melodies using traditional notation.

C. Critical Analysis/Investigate

MHSBB.6 - Listening to, analyzing, and describing music

a. Identify and describe compositional devices, techniques, meters, tempo, tonalities, intervals, and chords.
b. Compare and contrast musical works based on genre and culture.

MHSBB.7 - Evaluating music and music performances

a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
b. Compile a list of strengths and weaknesses in performances and suggest areas of improvement.
c. Identify the interpretations in a band performance in relation to the intent of the composer.

D. Cultural and Historical Context

MHSBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe how music relates to fine arts and other disciplines.
b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
c. Identify the influence of music on society and society's influence on music within a given time period.

MHSBB.9 - Understanding music in relation to history and culture

a. Describe the characteristics of music from different cultures.
b. Analyze American music in relation to its historical and cultural context.
c. Identify genres, styles, and composers within specific time periods.

GRADE: 6 - 8 **MUSIC – BEGINNING CHORUS**

A. Skills and Techniques/Performance

MMSBC.1 - Singing, alone and with others, a varied repertoire of music

a. Demonstrate appropriate singing posture and breathing techniques.
b. Identify basic vocal anatomy.
c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
e. Identify aspects of voice change as reflected in physiological changes, vocal range, tone, and vocal agility.
f. Demonstrate aspects of expressive performance through dynamics, tempo and phrasing.
g. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression and vocal technique.
h. Sings selected music from memory for public performance at least twice per year.

MMSBC.2 - Performing on instruments, alone and with others, a varied repertoire of music

a. Play percussion and melodic instruments to demonstrate basic knowledge of rhythm, melody, tempo, and dynamics.
b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MMSBC.3 - Reading and notating music

a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
c. Notate simple rhythms and melodies utilizing a dictation method.
d. Read and notate music using software.

B. Creation

MMSBC.4 - Improvising melodies, variations, and accompaniments

a. Improvise simple rhythmic and melodic patterns.
b. Improvise variations of short melodic fragments taken from a varied repertoire of music including folk songs and chants.
c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati).

MMSBC.5 - Composing and arranging music within specified guidelines

a. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics and justify those decisions.
b. Set short poetic phrases and texts to music.
c. Compose short rhythms and original melodies and rhythms.

C. Critical Analysis/Investigate

MMSBC.6 - Listening to, analyzing, and describing music

a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast.
c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MMSBC.7 - Evaluating music and music performances

a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics through discussion and writing.
b. Reflect on the nature of performance in music through discussion and writing.
c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

MMSBC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Identify common characteristics between music, dance arts, theatre arts, and visual arts.
b. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

MMSBC.9 - Understanding music in relation to history and culture

a. Identify historical and cultural characteristics of a varied repertoire including world music.
b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
c. Identify historical period, composer, culture and style of music presented in class.
d. Discuss how music relates to personal development and enjoyment of life.
e. Discuss the relationships between music, world events, history and culture.

GRADE: 6 - 8 **MUSIC – INTERMEDIATE CHORUS**

A. Skills and Techniques/Performance

MMSIC.1 - Singing, alone and with others, a varied repertoire of music

a. Demonstrate and discuss appropriate singing posture and breathing techniques.
b. Identify changes to vocal anatomy which occur through middle school years.
c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility.
d. Identify and begin to develop pure vowel sounds and clear consonants.
e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
f. Demonstrate and discuss aspects of expressive performance through dynamics, tempo, and phrasing.
g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique.
h. Sings selected music from memory for public performance at least twice per year.

MMSIC.2 - Performing on instruments, alone and with others, a varied repertoire of music

a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics.
b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MMSIC.3 - Reading and notating music

a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
b. Identify and describe basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
c. Notate simple rhythms and melodies utilizing a dictation method
d. Read and notate music using software.

B. Creation

MMSIC.4 - Improvising melodies, variations, and accompaniments

a. Improvise simple rhythmic and melodic patterns.
b. Improvise variations of melodic phrases found in a varied repertoire of music.

c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati).

MMSIC.5 - Composing and arranging music within specified guidelines

a. Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, word stress and style, and justify those creative decisions.
b. Set short poetic phrases and texts to music.
c. Compose short rhythms and original melodies based on pentatonic, major, and minor scales.

C. Critical Analysis/Investigate

MMSIC.6 - Listening to, analyzing, and describing music

a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, musical form, and phrasing.
b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrasts.
c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MMSIC.7 - Evaluating music and music performances

a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, and phrasing through discussion and writing.
b. Reflect on the nature of performance in music and in related arts through discussion and writing.
c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

MMSIC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Identify and describe relationships between music, dance arts, theatre arts, and visual arts.
b. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

MMSIC.9 - Understanding music in relation to history and culture

a. Identify and describe historical and cultural characteristics of a varied repertoire including world music.
b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance.
c. Identify and describe historical period, composer, culture, and style of music presented in class.
d. Discuss how music relates to personal development and enjoyment of life.
e. Discuss the relationship between music, world events, history, and culture.

GRADE: 8 **MUSIC – ADVANCED CHORUS**

A. Skills and Techniques/Performance

M8AC1 - Singing, alone and with others, a varied repertoire of music

a. Demonstrate, discuss, and apply appropriate singing posture and breathing techniques.
b. Identify changes to vocal anatomy which occur through middle school years.
c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility.
d. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
f. Demonstrate and apply aspects of expressive performance through dynamics, tempo and phrasing.
g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, vocal technique and style.
h. Sings selected music from memory for public performance at least twice per year.

M8AC2 - Performing on instruments, alone and with others, a varied repertoire of music

a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics.
b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

M8AC3 - Reading and notating music

a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
c. Notate rhythms and melodies utilizing a dictation method.
d. Read and notate music using software.

B. Creation

M8AC4 - Improvising melodies, variations, and accompaniments

a. Improvise simple rhythmic and melodic patterns and musical phrases using pentatonic, major and minor scales.
b. Improvise variations of melodies found in a varied repertoire of music including folk songs and chants.

c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinati).

M8AC5 - Composing and arranging music within specified guidelines.

a. Arrange and perform existing songs by making creative decisions regarding tempo, phrasing, dynamics, word stress and style, and justify those creative decisions.
b. Set poetry and text to music.
c. Compose rhythms and original melodies based on pentatonic, major and minor scales.

C. **Critical Analysis/Investigate**

M8AC6 - Listening to, analyzing, and describing music

a. Analyze and describe a musical score in terms of melodic shape, rhythmic structure, musical form and phrasing.
b. Listen to and analyze a musical recording or video in terms of form, style, time period, voicing, and dynamic contrast.
c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

M8AC7 - Evaluating music and music performances

a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, phrasing and interpretation through discussion and writing.
b. Reflect on the nature of performance in music and in related arts through discussion and writing.
c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

M8AC8 - Understanding relationships between music, the other arts, and disciplines outside the Arts

a. Identify, analyze and describe relationships between music, dance arts, theatre arts, and visual arts
b. Demonstrates literacy skills through reading and discussing musical settings of varied literature.

M8AC9 - Understanding music in relation to history and culture

a. Identify and describe historical and cultural characteristics of a varied repertoire including world music.
b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
c. Identify and describe historical period, composer, culture and style of music presented in class.
d. Discuss how music relates to personal development and enjoyment of life.
e. Discuss the relationships between music, world events, history and culture.

General Music (K-5): Introduction

Music is an essential element in the fabric of a fully developed human being. The study of music in K-5 grades uniquely embraces a sequential and quality performance-based curriculum that is developmentally appropriate to all learners. The Georgia Performance Standards in K-5 General Music are modeled after the National Standards for music as published by the Music Educators National Conference (MENC). The purpose of this document is to equip the K-5 music educator with measurable standards that provide students with a crucial foundation for a K-12 scaffolding music curriculum.

GRADE: KINDERGARTEN **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

MKGM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing simple melodies in a limited range using appropriate head voice accompanied and unaccompanied.
b. Echo simple singing and speech patterns.
c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

MKGM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.
b. Perform a steady beat using body percussion as well as classroom instruments with appropriate technique.

MKGM.3 – Reading and notating music

a. Read simple notation including quarter note and quarter rest using non-traditional and/or traditional icons.
b. Identify non-traditional and/or traditional representations of simple quarter note and quarter rest rhythmic patterns in response to teacher performance.
c. Read simple melodic contour representations (e.g., rollercoaster).

B. Creative Expression and Communication

MKGM.4 – Improvising melodies, variations, and accompaniments

a. Improvise simple body percussion patterns.
b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

MKGM.5 – Composing and arranging music within specified guidelines

a. Create sound effects and movements to accompany songs, poems, and stories.
b. Create simple rhythmic patterns including quarter notes and quarter rests using non- traditional and/or traditional icons.
c. Create new text for familiar melodies.

C. Critical Analysis/Investigate

MKGM.6 – Listening to, analyzing, and describing music

a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.
b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).
c. Identify basic classroom instruments by sight and sound using visual representations.
d. Aurally distinguish between the voices of men, women, and children.

MKGM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.
b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

MKGM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.
b. Describe the relationship between music and disciplines outside the arts.

MKGM.9 – Understanding music in relation to history and culture

a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., holidays).
b. Describe how sounds and music are used in daily lives.
c. Demonstrate appropriate audience behavior for the context and style of music performed.

MKGM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.
b. Perform choreographed and non-choreographed movements.

GRADE: 1 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M1GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing melodies in a limited range using appropriate head voice accompanied and unaccompanied.
b. Echo simple singing and speech patterns; perform call and response songs.
c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

M1GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.
b. Perform a steady beat and simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique.

M1GM.3 – Reading and notating music

a. Read simple notation including quarter note, quarter rest and paired eighth notes using non-traditional and/or traditional icons.
b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, and paired eighth note rhythmic patterns in response to teacher performance.
c. Read contour representations or simple melodic patterns within a reduced staff.

B. Creative Expression and Communication

M1GM.4 – Improvising melodies, variations, and accompaniments

a. Improvise simple body percussion patterns.
b. Improvise soundscapes (e.g., weather, animals, and other sound effects).

M1GM.5 – Composing and arranging music within specified guidelines

a. Create sound effects and movements to accompany songs, poems, and stories.
b. Create simple rhythmic patterns including quarter notes, quarter rests, and paired eighth notes using non-traditional and/or traditional icons.
c. Create new text for familiar melodies.

B. Critical Analysis/Investigate

M1GM.6 – Listening to, analyzing, and describing music

a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music.

b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, and slow).
c. Identify and classroom instruments by sight and sound using correct names.
d. Aurally distinguish between the voices of men, women, and children.

M1GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.
b. Explain personal preferences for specific musical works using appropriate vocabulary.

C. Cultural and Historical Context

M1GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.
b. Describe the relationship between music and disciplines outside the arts.

M1GM.9 – Understanding music in relation to history and culture

a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).
b. Describe how sounds and music are used in daily lives.
c. Demonstrate appropriate audience behavior for the context and style of music performed.

M1GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.
b. Perform choreographed and non-choreographed movements.

GRADE: 2 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M2GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing pentatonic melodies using appropriate head voice accompanied and unaccompanied.
b. Perform with others speech canons, rounds, and ostinatos.
c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

M2GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform a steady beat and simple rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.
b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts.
c. Perform 2 or 3 note melodic patterns using instruments with appropriate technique.

M2GM.3 – Reading and notating music

a. Read simple notation including quarter note, quarter rest, paired eighth notes, and half notes using non-traditional and/or traditional icons.
b. Identify non-traditional and/or traditional representations of simple quarter note, quarter rest, paired eighth note, and half note rhythmic patterns in response to teacher performance.
c. Read simple melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M2GM.4 – Improvising melodies, variations, and accompaniments

a. Improvise simple rhythmic patterns using a variety of sound sources.
b. Improvise simple pentatonic melodies and accompaniments.

M2GM.5 – Composing and arranging music within specified guidelines

a. Create sound effects to accompany songs, poems and stories.
b. Compose rhythmic patterns including quarter notes, quarter rests, paired eighth notes, and half notes using traditional music notation.
c. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

M2GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA.
b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.
c. Identify classroom and various orchestral instruments by sight and sound.
d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M2GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.
b. Explain personal preferences for specific musical works using appropriate vocabulary.

D. Cultural and Historical Context

M2GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.
b. Describe the relationship between music and disciplines outside the arts.

M2GM.9 – Understanding music in relation to history and culture

a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., famous Georgia musicians).
b. Describe how sounds and music are used in daily lives.
c. Demonstrate appropriate audience behavior for the context and style of music performed.

M2GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.
b. Perform choreographed and non-choreographed movements.
c. Perform line and circle dances.

GRADE: 3 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M3GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing melodies in the range of an octave using appropriate head voice accompanied and unaccompanied.
b. Perform with others speech canons, rounds, and ostinatos.
c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.

M3GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform rhythmic patterns using body percussion as well as a variety of instruments with appropriate technique.
b. Perform simple body percussion and instrumental parts (e.g., ostinati) while other students play or sing contrasting parts.
c. Perform pentatonic melodic patterns using instruments with appropriate technique.

M3GM.3 –Reading and notating music

a. Read rhythmic patterns including quarter note, quarter rest, paired eighth notes, half notes, and whole notes using traditional symbols in 2/4 and 4/4 meter.
b. Notate rhythmic patterns including the use of quarter notes, quarter rest, paired eighth notes, half notes, and whole notes in response to teacher performance.
c. Read melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M3GM.4 – Improvising melodies, variations, and accompaniments

a. The student will improvise simple rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
b. The student will improvise simple pentatonic melodies and accompaniments.

M3GM.5 – Composing and arranging music within specified guidelines

a. Create rhythmic motives to enhance literature.
b. Compose rhythmic patterns in simple meter including quarter notes, quarter rests, half notes, paired eighth notes, and whole notes.
c. Compose simple melodic patterns.
d. Arrange rhythmic patterns creating simple forms and instrumentation.

C. Critical Analysis/Investigate

M3GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo.
b. Describe music using appropriate vocabulary (allegro, adagio, forte, piano, upward, downward), appropriate mood, and timbre adjectives.
c. Identify and classify classroom and various orchestral instruments by sight and sound.
d. Aurally distinguish between solo vs. ensemble, and accompanied vs. unaccompanied singing.

M3GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.
b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M3GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.
b. Describe the relationship between music and disciplines outside the arts.

M3GM.9 – Understanding music in relation to history and culture

a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions).
b. Describe how music and musicians function in various cultures.
c. Demonstrate appropriate audience behavior for the context and style of music performed.

M3GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements.
b. Perform choreographed and non-choreographed movements.
c. Perform line and circle dances with and without a partner.

GRADE: 4 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M4GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.
b. Sing and perform with others speech canons, rounds, ostinati, and partner songs.
c. Sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.
d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.

M4GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform simple melodic patterns from a major scale with appropriate technique.
b. Perform instrumental parts while other students play or sing contrasting parts.
c. Perform multiple songs representing various genres, tonalities, meters, and cultures.
d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.

M4GM.3 – Reading and notating music

a. Read rhythmic patterns including quarter note, quarter rest, eighth note, half note, dotted half note and whole note using traditional symbols in 2/4, 3/4 and 4/4 meter.
b. Notate rhythmic patterns including the use of quarter notes, quarter rests, eighth notes, half notes, dotted half notes and whole notes in response to teacher performance.
c. Read simple melodies within a treble clef staff.
d. Notate melodic patterns within a treble clef staff.

B. Creative Expression and Communication

M4GM.4 – Improvising melodies, variations, and accompaniments

a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
b. Improvise simple pentatonic melodies and accompaniments.

M4GM.5 – Composing and arranging music within specified guidelines

a. Create rhythmic and/or melodic motives to enhance literature.
b. Create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note or whole note within a pentatonic scale using simple meter.
c. Arrange rhythmic and melodic patterns creating simple form and instrumentation.

C. Critical Analysis/Investigate

M4GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, Introduction, and Coda.
b. Describe music using appropriate music vocabulary, (allegro, moderato, adagio, forte, mezzo, piano, upward, downward, step, skip) mood, and timbre adjectives.
c. Identify and classify orchestral and folk instruments by sight and sound and aurally distinguish between a band and an orchestra.
d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M4GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.
b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M4GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.
b. Describe the relationship between music and disciplines outside the arts.

M4GM.9 – Understanding music in relation to history and culture

a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., Baroque, Classical, Romantic, and Contemporary periods and recognize prominent composers from each period).
b. Describe the role of music and musicians in various historical time periods.
c. Demonstrate appropriate audience behavior for the context and style of music performed.

M4GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.
b. Perform choreographed and non-choreographed movements.
c. Perform dances from various cultures including traditional folk dances with and without a partner.

GRADE: 5 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M5GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing melodies expressively using appropriate head voice accompanied and unaccompanied.
b. Sing and perform with others speech canons, rounds, ostinati, and partner songs.
c. The student will sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language.
d. Respond with appropriate dynamics, phrasing, and interpretation to the cues of a conductor.

M5GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform melodic patterns from a major scale with appropriate technique.
b. Perform instrumental parts while other students sing or play contrasting parts.
c. Perform multiple songs representing various genres, tonalities, meters, and cultures.
d. Perform instrumental parts expressively matching dynamics and tempo while responding to the cues of a conductor.

M5GM.3 – Reading and notating music

a. Read rhythmic patterns including quarter note, quarter rest, eighth note, half note, dotted half note and whole note using traditional symbols in 2/4, 3/4 and 4/4 meter.
b. Notate rhythmic patterns including the use of quarter notes, quarter rests, eighth notes, half notes, dotted half notes and whole notes in response to teacher performance.
c. Read melodies within a treble clef staff.
d. Notate simple melodies within a treble clef staff.

B. Creative Expression and Communication

M5GM.4 – Improvising melodies, variations, and accompaniments

a. Improvise rhythmic patterns using a variety of sound sources and answers to given rhythmic questions.
b. Improvise simple pentatonic melodies and accompaniments.
c. Perform simple rhythmic or melodic variations.

M5GM.5 – Composing and arranging music within specified guidelines

a. Create rhythmic and melodic motives to enhance literature.
b. Create simple songs using any of the following: quarter note, quarter rest, eighth note, half note, dotted half note, whole note, or text within an octave scale using simple meter.
c. Arrange rhythmic and melodic patterns creating simple form, instrumentation, and various styles.

C. Critical Analysis/Investigate

M5GM.6 – Listening to, analyzing, and describing music

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures – AB, ABA, rondo, introduction and coda.
b. Describe music using appropriate vocabulary (e.g., allegro, moderato, adagio, forte, mezzo, piano, crescendo, decrescendo, upward, downward, step, skip), articulation terms, appropriate mood and timbre adjectives, and other musical terms: e.g., fermata.
c. Identify and classify orchestral, folk, and world instruments by sight and sound.
d. Aurally distinguish between soprano, alto, tenor, and bass voices.

M5GM.7 – Evaluating music and music performances

a. Evaluate musical performances of themselves and others.
b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.

D. Cultural and Historical Context

M5GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe the relationship between music and the other arts.
b. Describe the relationship between music and disciplines outside the arts.

M5GM.9 – Understanding music in relation to history and culture

a. Perform, listen, move and/or distinguish between music from various historical periods and cultures from the Civil War to present (e.g., jazz, musical theater, rock-n-roll, country, gospel, new age, rap, heavy metal, pop).
b. Describe the role of music and musicians in various historical time periods.
c. Demonstrate appropriate audience behavior for the context and style of music performed.

M5GM.10 – Moving, alone and with others, to a varied repertoire of music

a. Respond to melodic contour, contrasts, and events in music with gross and fine locomotor and non-locomotor movements.
b. Perform choreographed and non-choreographed movements.
c. Perform dances from various cultures including traditional folk dances with and without a partner.

General Music (6-8) Introduction

The Georgia Performance Standards for middle school general music correlate with the National Music Standards designed for middle school general music instruction. The standards engage middle school learners in performance, creation, critical analysis and investigation, and music's relationship to culture and history. Georgia Performance Standards specify the academic knowledge and skills contemporary learners should acquire through general music instruction. Sequential and developmentally appropriate learning in general music generates understanding, mastery, and life-long appreciation for music in middle school learners. This framework provides students with experiences that connect to high quality, comprehensive education, enhancing their achievement throughout the curriculum. Additionally, students may grow to participate, create, or perform in performing arts activities.

GRADE: 6 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M6GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges.
b. Sing with expression and technical accuracy in unison and simple harmonic settings.
c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.

M6GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform on at least one instrument accurately and independently or in a small or large ensemble with appropriate posture, playing position, technique, and expression.
b. Play by ear simple melodies and harmonic accompaniments.
c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.

M6GM.3 – Reading and notating music

a. Recognize standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
b. Read whole, half, quarter, eighth, sixteenth, and rests in simple meters.
c. Read at sight simple melodies in the treble clef.
d. Recognize bass clef notation.
e. Use standard notation to record their musical ideas and the musical ideas of others.

B. Creation

M6GM.4 – Improvising melodies, variations, and accompaniments

a. Improvise simple accompaniments.
b. Improvise simple rhythmic and melodic variations.
c. Improvise short melodies with existing accompaniments, consistent to given style, meter, and tonality.

M6GM.5- Composing and arranging music within specified guidelines

a. Compose short pieces within specified guidelines.
b. Arrange simple pieces within specified guidelines.
c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

C. Critical Analysis/Investigate

M6GM.6 – Listening to, analyzing, and describing music

a. Recognize specific music events in an aural example, applying given appropriate terminology.
b. Recognize characteristics of musical elements in music, which represent diverse genres and cultures.

M6GM.7- Evaluating music and music performances

a. Assess musical performances and compositions, when given specific criteria.
b. Assess the quality and effectiveness of their own and other's performances, compositions, and arrangements, implementing constructive suggestions for improvement.
c. Identify various uses of music in daily experiences.

D. Cultural and Historical Context

M6GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Compare two art forms and summarize their common characteristics.
b. Recognize the interrelated principles and subject matter between music and other core curriculum.
c. Recognize various career paths in music.

M6GM.9 – Understanding music in relation to history and culture

a. Identify distinguishing characteristics of representative music genres and styles from a variety of cultures.
b. Classify exemplary musical works by genre and style and recognize their identifying characteristics.
c. Compare music of two or more world cultures identifying function and role of music, their musicians, and their respective performance conditions.
d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.

GRADE: 7 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M7GM.1 – Singing, alone and with others, a varied repertoire of music

a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges.
b. Sing with expression and technical accuracy in unison and simple harmonic settings.
c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.

M7GM.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Perform on at least one instrument accurately and independently, or in a small or large ensemble with appropriate posture, playing position, technique, and expression.
b. Play by ear simple melodies and harmonic accompaniments.
c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.

M7GM.3 – Reading and notating music

a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
b. Read whole, half, quarter, eighth, sixteenth, and rests in simple and compound meters.
c. Read at sight simple melodies in the treble clef.
d. Identify bass clef notation.
e. Use standard notation to record their musical ideas and the musical ideas of others.

B. Creation

M7GM.4 – Improvising melodies, variations, and accompaniments

a. Improvise simple harmonic accompaniments.
b. Improvise simple rhythmic and melodic variations.
c. Improvise short melodies, unaccompanied and with existing accompaniments depicting given styles, meters, and tonalities.

M7GM.5 – Composing and arranging music within specified guidelines

a. Compose short pieces within specified guidelines.
b. Arrange simple pieces within specified guidelines.
c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

C. Critical Analysis/Investigate

M7GM.6 – Listening to, analyzing, and describing music

a. Identify specific music events in an aural example, given appropriate terminology.
b. Identify characteristics of musical elements in music which represent diverse genres and cultures.

M7GM.7 – Evaluating music and music performances

a. Critique musical performances and compositions using specific criteria.
b. Evaluate the quality and effectiveness of their own and other's performances, compositions, and arrangements, implementing constructive suggestions for improvement.
c. Compare various uses of music in daily experiences.

D. Cultural and Historical Context

M7GM.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Compare two art forms and their characteristics to describe the transformation of related subject matter into art.
b. Assess the interrelated principles and subject matter between music and other core curriculum.
c. Compare various career paths in music.

M7GM.9 – Understanding music in relation to history and culture

a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
b. Classify exemplary musical works by genre and style and define their identifying characteristics.
c. Compare music of various world cultures identifying the function and role of music, their musicians and their ensuing performance conditions.
d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.

GRADE: 8 **MUSIC – GENERAL MUSIC**

A. Skills and Techniques/Performance

M8GM.1 - Singing, alone and with others, a varied repertoire of music

a. Sing accurately, with good breath control, and attention to tone quality throughout their ranges.
b. Sing with expression and technical accuracy in unison and simple harmonic settings.
c. Sing music of diverse genres and cultures, with appropriate representation of culture and style.

M8GM.2 - Performing on instruments, alone and with others, a varied repertoire of music

a. Perform on at least one instrument accurately and independently, alone and/or in small and large ensembles, with appropriate posture, playing position, technique, and expression.
b. Play by ear simple melodies and harmonic accompaniments.
c. Perform music of diverse genres and cultures, with appropriate representation of culture and style.

M8GM.3 - Reading and notating music

a. Apply standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
b. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple, compound, and complex meters.
c. Read at sight simple melodies in both the treble and bass clefs.
d. Use standard notation to record their musical ideas and the musical ideas of others.

B. Creation

M8GM.4 - Improvising melodies, variations, and accompaniments

a. Improvise simple harmonic accompaniments.
b. Improvise melodic embellishments and simple rhythmic and melodic variations.
c. Improvise short melodies, unaccompanied and with existing accompaniments. depicting given styles, meters, and tonalities.

M8GM.5- Composing and arranging music within specified guidelines

a. Compose short pieces of music within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
b. Arrange simple pieces of music within specified guidelines.
c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging music.

C. Critical Analysis/Investigate

M8GM.6 - Listening to, analyzing, and describing music

a. Accurately describe specific music events in a given aural example, using appropriate terminology.
b. Demonstrate knowledge of elements of music through analysis of music which represent diverse genres and cultures.

M8GM.7- Evaluating music and music performances

a. Critique musical performances and compositions using specific criteria.
b. Evaluate the quality and effectiveness of their own and other's performances, compositions, and arrangements, implementing constructive suggestions for improvement.
c. Investigate various uses of music in daily experiences.

D. Cultural and Historical Context

M8GM.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Compare two or more art forms and their characteristics to describe the transformation of related subject matter into art.
b. Assess the interrelated principles and subject matter between music and other core curriculum.
c. Investigate various career paths in music.

M8GM.9 - Understanding music in relation to history and culture

a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
b. Classify exemplary musical works by genre and style and recognize their identifying characteristics.
c. Compare music of several world cultures identifying the function and role of music, their musicians and their respective performance conditions.
d. Demonstrate appropriate performance etiquette as a performer and a listener in a variety of performance settings.

Orchestra Introduction

The Georgia Performance Standards for orchestra are designed to be used in heterogeneous string classes in grades four through twelve. The standards are based on the MENC National Standards for Music Education and are designed to provide a sequential and developmental framework for students from beginning through the mastery level. They are arranged in four major categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate and Cultural and Historical Context. The standards are organized into the following levels:

4th and 5th Grade: Beginning

6th – 8th Grade: Beginning, Intermediate, and Advanced

9th – 12th Grade: Beginning, Intermediate, Advanced, and Mastery

The majority of string orchestra programs in Georgia begin in middle school (6th grade). The content of the standards is designed so that each grade level (6 – 12) can be successfully taught within the confines of the school year. The fourth and fifth grade standards are designed to be covered over the course of two years.

GRADE: 4 - 5 **MUSIC – BEGINNING ORCHESTRA**

A. Skills and Techniques/Performance

MESBO.1 – Singing, alone and with others, a varied repertoire of music

a. Demonstrate the ability to match pitch and adjust intonation.
b. Demonstrate an understanding of phrasing through singing simple melodies.
c. Discuss the relationship between singing and quality tone production on a string instrument.

MESBO.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement.
b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

MESBO.3 – Reading and notating music

a. Identify notes in the staff and on ledger lines of respective clef.
b. Read and notate notes within the following key signatures: D, G, and C.
c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

B. Creation

MESBO.4 – Improvising melodies, variations, and accompaniments

a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
b. Improvise simple harmonic accompaniments in the key of D.

MESBO.5 – Composing and arranging music within specified guidelines

a. Create original rhythm patterns in 4/4 time.
b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

MESBO.6 – Listening to, analyzing, and describing music

a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
b. Identify melodic and harmonic material in given aural examples.

MESBO.7 – Evaluating music and music performances

a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.

D. Cultural and Historical Context

MESBO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Explain how music contributes to a well rounded education.
b. Establish awareness that all subjects are related to music.

MESBO.9 – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.
b. Discuss characteristics of music from various societies and cultures.

GRADE: 6 - 8 **MUSIC – BEGINNING ORCHESTRA**

A. Skills and Techniques/Performance

MMSBO.1 – Singing, alone and with others, a varied repertoire of music

a. Demonstrate the ability to match pitch and adjust intonation.
b. Demonstrate an understanding of phrasing through singing simple melodies.
c. Discuss the relationship between singing and quality tone production on a string instrument.

MMSBO.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), posture, instrument position and bow placement.
b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.
c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.
d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.

MMSBO.3 – Reading and notating music

a. Identify notes in the staff and on ledger lines of respective clef.
b. Read and notate notes within the following key signatures: D, G, and C.
c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.
d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

B. Creation

MMSBO.4 – Improvising melodies, variations, and accompaniments

a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
b. Improvise simple harmonic accompaniments in the key of D.

MMSBO.5 – Composing and arranging music within specified guidelines

a. Create original rhythm patterns in 4/4 time.
b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

MMSBO.6 – Listening to, analyzing, and describing music

a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
b. Identify melodic and harmonic material in given aural examples.

MMSBO.7 – Evaluating music and music performances

a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.

D. Cultural and Historical Context

MMSBO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Explain how music contributes to a well rounded education.
b. Establish awareness that all subjects are related to music.

MMSBO.9 – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.
b. Discuss characteristics of music from various societies and cultures.

GRADE: 6 - 8 **MUSIC – INTERMEDIATE ORCHESTRA**

A. Skills and Techniques/Performance

MMSIO.1 – Singing, alone and with others, a varied repertoire of music

a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.
b. Demonstrate an understanding of phrasing through singing simple melodies.
c. Discuss the relationship between singing and quality tone production on a string instrument.

MMSIO.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate correct left hand position and finger placement, right hand position (bow hold) and bow placement, posture, instrument position and bow placement, while increasing the level of technical difficulty.
b. Demonstrate vibrato readiness skills.
c. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
d. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
e. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

MMSIO.3 – Reading and notating music

a. Identify notes in the staff and on ledger lines of respective clef.
b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys of e, a, d, and b.
c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, ¾, 2/4, 6/8, and alle breve.
d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.

B. Creation

MMSIO.4 – Improvising melodies, variations, and accompaniments

a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
b. Improvise simple melodies and harmonic accompaniments in the keys of D and G.

MMSIO.5 – Composing and arranging music within specified guidelines

a. Create original rhythm patterns in 4/4 time.
b. Compose simple melodies for respective instrument in the keys of D and G.

C. Critical Analysis/Investigate

MMSIO.6 – Listening to, analyzing, and describing music

a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
b. Identify melodic and harmonic material and phrase endings in given aural examples.

MMSIO.7 – Evaluating music and music performances

a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.
b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, and rhythm.

D. Cultural and Historical Context

MMSIO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Explain how music contributes to a well rounded education.
b. Establish awareness that all subjects are related to music.

MMSIO.9 – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.
b. Discuss characteristics of music from various societies and cultures.
c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

GRADE: 6 – 8 **MUSIC – ADVANCED ORCHESTRA**

A. Skills and Techniques/Performance

MMSAO.1 – Singing, alone and with others, a varied repertoire of music

a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.
b. Demonstrate an understanding of phrasing through singing melodies.
c. Discuss the relationship between singing and quality tone production on a string instrument.

MMSAO.2 – Performing on instruments, alone and with others, a varied repertoire of music

a. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty.
b. Demonstrate basic vibrato.
c. Exhibit the ability to accurately tune respective instrument.
d. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position).
e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.
f. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, and the minor keys of e, a, d, b, and c.
g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.

MMSAO.3 – Reading and notating music

a. Identify notes in the staff and on ledger lines of respective clef.
b. Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys of e, a, d, b and c.
c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, ¾, 2/4, 6/8, alle breve, and mixed meter.
d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.

B. Creation

MMSAO.4 – Improvising melodies, variations, and accompaniments

a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.
b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.

MMSAO.5 – Composing and arranging music within specified guidelines

a. Create original rhythm patterns in 4/4 time.
b. Compose simple melodies for respective instrument in the keys of D, G and C.
c. Arrange the melody of a popular song for respective instrument.

C. Critical Analysis/Investigate

MMSAO.6 – Listening to, analyzing, and describing music

a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
b. Identify melodic and harmonic material and phrase endings in given aural examples.
c. Identify simple musical forms.

MMSAO.7 – Evaluating music and music performances

a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.
b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm.
d. Critique music performed by ensemble and make suggestions for improvement.

D. Cultural and Historical Context

MMSAO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts

a. Explain how music contributes to a well rounded education.
b. Establish awareness that all subjects are related to music.

MMSAO.9 – Understanding music in relation to history and culture

a. Identify and compare performance styles of music learned in class.
b. Discuss characteristics of music from various societies and cultures.
c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

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Introduction to the Georgia Performance Standards for K-5 Modern Languages

Five-Day Model Foreign Language in the Elementary Schools (FLES) Model

Philosophy

Language and communication are the essence of all that is human. The world of the 21st century is one in which all people must learn to communicate both culturally and linguistically with others around the globe. The goals of the modern language standards are:

- to equip students with realistic lifelong skills that will enable them to function competently in a language other than their own and communicate and compete effectively in the global community and marketplace.
- to instill in students a greater awareness of their own culture and the culture(s) of others.
- to enrich students' lives by increasing their appreciation for language and culture.

The Georgia Performance Standards (GPS) for K-5 Modern Languages (Five Day Model) develop students' skills in the skill areas of listening, speaking, reading, writing and cultural competence. In addition, students will be able to view, absorb, and evaluate material from non- print sources.

Organization

The Georgia Performance Standards for K-5 Modern Languages (GPS) are based on Standards for Foreign Language Learning in the 21st Century and the ACTFL Performance Guidelines for K-12 Learners (American Council on the Teaching of Foreign Language). The GPS are organized in outline form, integrating the national standards and the three modes of communication: interpretive (INT), Interpersonal (IP) and presentational (P), as well as Cultural Perspectives, Practices and Products (CU) and Connections, Comparisons, and Communities (CCC). The three modes of communication are defined as follows:

Interpretive: The Interpretive Mode focuses on instances of "one-way" interpretation by the reader or listener of cultural examples such as texts, radio, movies, television broadcasts and other media without active negotiation of meaning. A high level of cultural knowledge is required from the outset, as there is no negotiation with the writer or speaker.

Interpersonal: The Interpersonal Mode focuses on the negotiation of meaning between individuals. This mode can be realized through conversations, letters, emails or any means by which individuals interact, observe, monitor and question in order to obtain meaning and intent.

Presentational: The Presentational Mode focuses on the creation and facilitation of one-way messages in which listeners and readers might interpret and gain knowledge from the "presenter" without the ability to directly negotiate meaning. Examples include presentations, speeches and writing reports or articles.

Also included are assessment recommendations and a list of suggested skills and topics for each level. The elements are labeled as follows:

MLI.IP1 ML=Modern Language E1= Elementary Level 1 IP=Interpersonal 1= Element 1

The K-5 GPS specify the Standards and Elements that guide instruction in K-5 five-day per week, thirty-minute per day programs, or similar adaptations.

The GPS for K-5 Modern Languages do not set an upper limit of what can be accomplished by the students; rather, they establish the minimum that students should be able to do by the end of each level.

Scheduling of Instruction and Recommendations for Newcomers

Frequency and intensity of instruction are important aspects of program design. In this context, intensity refers to both the length of time and the quality of instruction. If either of these elements is missing or compromised, the quality of the program will be significantly diminished.

The Georgia Performance Standards for K-5 Modern Languages Five-Day FLES Model assumes instruction is provided *5 days per week for thirty minutes per day by a teacher who is proficient in the language and has been trained in appropriate pedagogy to use with young language learners.* Schedules may vary slightly, as long as 150 or more minutes of engaging instruction are provided each week. For example, four 40-minute periods providing a total of 160 minutes of instruction per week would be an acceptable alternative; three periods of thirty-minutes would require the local school district to modify the standards and proficiency levels that students are expected to achieve to reflect less opportunity to acquire the target language.

The standards establish proficiency benchmarks describing what elementary school modern language students will be able to do at the end of each grade completed, K-5, assuming the students were enrolled in the program in the prior grade. The proficiency targets describe to what degree students will be able to listen with comprehension, speak understandably, read and write in the three modes of communication: interpretive, interpersonal, and presentational. Students who enter the program at a later point will certainly gain proficiency, but may not reach the same level of proficiency as peers enrolled for the entire program, particularly if they enter later than grade three.

It is strongly recommended that elementary schools desiring to ensure that students reach the established benchmarks for proficiency by the end of grade 5 make every attempt to provide intensive instruction for newcomers, especially in the upper elementary grades. This will facilitate the opportunity for newcomers to fully realize their potential in reaching the highest proficiency level possible.

Use of Target Language

The GPS for K-5 Modern Languages assume that the target language is used as the language of instruction as close to 100% of the time as possible, beginning on the first day of instruction and continuing throughout the K-5 program. Teachers will utilize the target language themselves and employ highly interactive instructional strategies that actively involve the students in listening, speaking, reading and writing the target language. A student-centered classroom is assumed, with the teacher in the role of facilitator. From the earliest days, students use the target language for specific communicative purposes. Therefore, teachers must ensure that students have adequate time to actively speak and write, as well as listen and read. Grammar is taught implicitly through modeling correct language usage.

Integration of Resources and Technology

A variety of resources are available for teaching K-5 modern languages. While textbooks can be utilized, they may not dictate the curriculum. Whenever possible, teachers should access and use authentic materials and realia and construct materials themselves that encourage student interaction and involvement.

As set forth in the national standards, 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 that can facilitate this goal by allowing students to access authentic information in the target language and by providing students the opportunity to interact with native speakers. This is especially important for grades three through five and can help students develop their technology skills.

Student Profiles and Assessment

Assessment serves to direct instruction and provides students, parents and educational leaders with important feedback. Assessment of student proficiency must be an ongoing practice with an emphasis on frequent formative assessment opportunities and continuous measurement of performance growth.

A Student Profile is provided for each grade level that sets the target proficiency that students should achieve by the end of the year. The profiles are adapted from the *National Council of State Supervisors for Languages LinguaFolio Self-Assessment Grid* and the *Center for Applied Linguistics Oral Proficiency Exam and Student Oral Proficiency Assessment Rating Scale*. Each scale is reproduced in full at the end of this document.

These instruments are adapted and utilized in this document by permission from the National Council of State Supervisors for Languages and the Center for Applied Linguistics respectively. Teachers are encouraged to share these scales with their students and regularly provide opportunities for students to reflect on their language learning experiences, assess the progress that they have made, and set new goals for their language learning.

Teachers should make frequent use of simple rubrics, checklists and other observation tools to monitor student progress in all modes and types of communication to ensure that students meet proficiency benchmarks for each grade level.

Teachers are encouraged to implement the full LinguaFolio portfolio assessment tool provided by the National Council of State Supervisors for Languages to monitor and document student performance:

http://www.ncssfl.org/links/index.php?linguafolio

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Note: Each public school teacher serving on the review team has experience teaching modern languages in the elementary grades.

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Authors and Reviewers, GPS, K-5 Modern Languages, Five-Day Model (continued)

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Georgia Performance Standards for Modern Languages - Kindergarten

(Five-Day Model)

Course Description

The Kindergarten 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.

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 Kindergarten, students will exhibit Junior Novice-Low to Junior Novice-Mid level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Kindergarten)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENC ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

Listening Comprehension (Junior Novice-Low to Junior Novice-Mid)

Junior Novice-Low

Student recognizes single, isolated words, greetings and polite expressions.

Junior Novice-Mid

Student understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.

Oral Fluency (Junior Novice-Low to Junior Novice-Mid)

Junior Novice-Low

Student produces isolated words (i.e., single-word responses) and/or greetings and polite expressions such as *good morning* and *thank you*.

Junior Novice-Mid

Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

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Georgia Performance Standards for Modern Languages - Kindergarten

Grammar *(Speaking)* (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student may use greetings and polite expressions accurately. Student lacks an awareness of grammar and syntax.

Junior Novice-Mid
Student uses memorized expressions with verbs and other short phrases with some accuracy, but inaccuracies are common. Student does not successfully create at the sentence level with conjugated verbs.

Vocabulary *(Speaking)* (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student uses single words in very specific topic areas in predictable contexts. Student may use greetings and polite expressions.

Junior Novice-Mid
Student uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. Frequent searches for words are common. Student may use her or his native language or gestures when attempting to create with language.

The *COPE/SOPA Rating Scale* is based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999). The *COPE/SOPA Rating Scale* has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the *COPE/SOPA Rating Scale*.

Student Profile (Kindergarten)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and simple memorized phrases.

Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.
Interpretive Communication, Listening (Novice-Low to Novice-Mid)

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Georgia Performance Standards for Modern Languages - Kindergarten

Novice-Low
Student can understand a few familiar words and can understand some words that are similar to those in her or his own language.

Novice-Mid
Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.

Interpretive Communication, Reading (Novice-Low to Novice-Mid)
Novice-Low
Student can identify some words or phrases, especially those that are similar to words in her or his own language.

Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Presentational Communication, Spoken Production (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and memorized phrases to provide information about himself or herself and his or her immediate surroundings.

Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Presentational Communication, Writing (Novice-Low to Novice-Mid)
Novice-Low
Student can copy some characters and words.

Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the
Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

Georgia Performance Standards with Elements

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Georgia Performance Standards for Modern Languages - Kindergarten

I. Communication

Interpersonal Mode of Communication (IP)

MLEK.IP1 Students exchange simple spoken information in the target language, utilizing cultural references where appropriate. Students:

A. use basic greetings, farewells and expressions of courtesy.
B. express likes, dislikes, emotions, agreement and disagreement.
C. give one word descriptions.
D. comprehend basic classroom directions.
E. provide simple responses based on classroom topics.
F. use sequenced information, such as numbers, days of the week, months and seasons.
G. imitate proper pronunciation and intonation.

MLEK.IP2 Students exchange simple written information in the target language, utilizing cultural references where appropriate.
Students:

A. copy characters and words.
B. make lists based on familiar topics.

Interpretive Mode of Communication (INT)

MLEK.INT1 Students demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.

Students:

A. understand simple instructions, such as classroom procedures.
B. demonstrate proficiency in listening comprehension.

MLEK.INT2 Students interpret written and visual cues to understand simple texts in the target language.
Students:

A. demonstrate comprehension of simple sentences and/or phrases.
B. use pictures and other visual cues to infer meaning.

Presentational Mode of Communication (P)

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Georgia Performance Standards for Modern Languages - Kindergarten

MLEK.P1 Students present brief, rehearsed material orally in the target language.
Students:

A. present age-appropriate songs, poems etc.
B. share basic information about self.

MLEK.P2 Students demonstrate pre-literacy writing skills in the target language.
Students:

A. copy characters and words.
B. generate ideas using graphic organizers and pictures.

II. Cultural Perspectives, Practices, and Products (CU)

MLEK.CU1 Students demonstrate an emergent awareness of perspectives, practices, and products of the cultures where the target language is spoken. Students:

A. demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
B. participate in culturally-authentic simulations, such as greetings and celebrations.
C. identify countries where target language is spoken.

III. Connections, Comparisons, and Communities (CCC)

MLEK.CCC1 Students begin to make links between the target language and other subjects.
Students:

A. connect basic skills learned in the target language with other subjects.
B. connect basic skills learned in other subjects with skills learned in the target language.

MLEK.CCC2 Students begin to understand the significance of culture through comparisons between the cultures studied and their own.
Students:

A. recognize age-appropriate patterns of cultural behavior and interaction.
B. demonstrate an awareness of their own culture.

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Georgia Performance Standards for Modern Languages - Kindergarten

MLEK.CCC3 Students begin to understand basic similarities and differences among languages.
Students:

A. recognize similarities and differences in sound systems.
B. recognize similarities and differences in writing systems.

MLEK.CCC4 Students demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. identify places where target language is found beyond the classroom setting.
B. identify places where target cultures are found beyond the classroom setting.

Modern Languages Levels Kindergarten: 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, Levels Kindergarten. It is important to remember that typical Kindergarten students will exhibit varying levels of proficiency.

Skills Developed in Kindergarten

The students:

MLEK.IP1A	Use basic greetings, farewells, and expressions of courtesy.
MLEK.IP1B	Express likes, dislikes, emotions, agreements, disagreements.
MLEK.IP1C	Give one word descriptions.
MLEK.IP1D	Comprehend basic classroom directions.
MLEK.IP1E	Provide simple responses based on classroom topics.
MLEK.IP1F	Use sequenced information, such as numbers, days of the week, months and seasons etc.
MLEK.IP1G	Imitate proper pronunciation and intonation.
MLEK.IP2A	Copy characters and words.
MLEK.IP2B	Make lists based on familiar topics.
MLEK.INT1A	Understand simple instructions, such as classroom procedures.
MLEK.INT1B	Demonstrate proficiency in listening comprehension.
MLEK.INT2A	Demonstrate comprehension of simple sentences and/or phrases.
MLEK.INT2B	Use pictures and other visual cues to infer meaning.
MLEK.P1A	Present age-appropriate songs, poems, etc.
MLEK.P1B	Share basic information about self.
MLEK.P2A	Copy characters and words.
MLEK.P2B	Generate ideas using graphic organizers and pictures.

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Georgia Performance Standards for Modern Languages - Kindergarten

MLEK.CU1A	Demonstrate knowledge of typical practices and products and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions etc.
MLEK.CU1B	Participate in culturally-authentic simulations, such greetings and celebrations.
MLEK.CU1C	Identify countries where target language is spoken.
MLEK.CCC1A	Connect basic skills learned in the target language with other subjects.
MLEK.CCC1B	Connect basic skills learned in other subjects with skills learned in the target language.
MLEK.CCC2A	Recognize age-appropriate patterns of cultural behavior and interaction.
MLEK.CCC2B	Demonstrate awareness of their own culture.
MLEK.CCC3A	Recognize similarities/differences in sound systems.
MLEK.CCC3B	Recognize similarities and differences in writing systems.
MLEK.CCC4A	Identify places where target language is found beyond the classroom setting.
MLEK.CCC4B	Identify places where target cultures are found beyond the classroom setting.

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Georgia Performance Standards for Modern Languages - Kindergarten

Modern Languages Kindergarten: Suggested Topics

The following topics are necessary for providing a link to interdisciplinary units in the elementary curriculum. 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

Community, People, and Places

Customs and Etiquette

Family and Friends

Foods
Geography Homes Numbers

Parts of the Body

Shapes and Sizes

School and Classroom Routine

Self

Animals

Transportation

Time and Calendar

Weather and Seasons

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Georgia Performance Standards for Modern Languages - Grade 1

(Five-Day Model)

Course Description

The Grade 1 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.

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 Grade 1, students will exhibit Junior Novice-Low to Junior Novice-Mid level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 1)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

Listening Comprehension (Junior Novice-Low to Junior Novice-Mid)

Junior Novice-Low

Student recognizes single, isolated words, greetings and polite expressions.

Junior Novice-Mid

Student understands predictable questions, statements and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.

Oral Fluency (Junior Novice-Low to Junior Novice-Mid)

Junior Novice-Low

Student produces isolated words (i.e., single-word responses) and/or greetings and polite expressions such as *good morning* and *thank you*.

Georgia Performance Standards for Modern Languages - Grade 1

Junior Novice-Mid
Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

Grammar *(Speaking)* (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student may use greetings and polite expressions accurately. Student lacks an awareness of grammar and syntax.

Junior Novice-Mid
Student uses memorized expressions with verbs and other short phrases with some accuracy, but inaccuracies are common. Student does not successfully create at the sentence level with conjugated verbs.

Vocabulary *(Speaking)* (Junior Novice-Low to Junior Novice-Mid)
Junior Novice-Low
Student uses single words in very specific topic areas in predictable contexts. Student may use greetings and polite expressions."

Junior Novice-Mid
Student uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. Frequent searches for words are common. Student may use her or his native language or gestures when attempting to create with language.

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Student Profile (Grade 1)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and simple memorized phrases.

Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.

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Georgia Performance Standards for Modern Languages - Grade 1

Presentational Communication, Spoken Production (Novice-Low to Novice-Mid)
Novice-Low
Student can use single words and memorized phrases to provide information about himself or herself and his or her immediate surroundings.

Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Interpretive Communication, Listening (Novice-Low to Novice-Mid)
Novice-Low
Student can understand a few familiar words and can understand some words that are similar to those in her or his own language.

Novice-Mid
Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.

Interpretive Communication, Reading (Novice-Low to Novice-Mid)
Novice-Low
Student can identify some words or phrases, especially those that are similar to words in her or his own language.

Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Presentational Communication, Writing (Novice-Low to Novice-Mid)
Novice-Low
Student can copy some characters and words.

Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the
Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

Georgia Performance Standards with Elements

I. Communication

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Georgia Performance Standards for Modern Languages - Grade 1

Interpersonal Mode of Communication (IP)

MLEI.IP1 Students exchange simple spoken information in the target language, utilizing cultural references where appropriate. Students:

A. use basic greetings, farewells, and expressions of courtesy, in oral form.
B. express likes, dislikes, emotions, agreement and disagreement.
C. make simple requests.
D. give simple descriptions.
E. comprehend basic directions.
F. provide simple responses using memorized words and phrases based on topics such as self, family, school, etc.
G. use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 31 in context.
H. imitate proper pronunciation and intonation.

MLEI.IP2 Students exchange simple written information in the target language, utilizing cultural references where appropriate.
Students:

A. copy characters and words.
B. make lists on familiar topics.
C. complete forms for basic information.

Interpretive Mode of Communication (INT)

MLE1.INT1 Students demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
Students:

A. understand simple instructions, such as classroom procedures.
B. demonstrate proficiency in listening comprehension.

MLE1.INT2 Students interpret written and visual cues to understand simple texts in the target language.
Students:

A. demonstrate comprehension through reading of age appropriate materials and resources.
B. use pictures and other visual cues to infer meaning.

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Georgia Performance Standards for Modern Languages - Grade 1

Presentational Mode of Communication (P)

MLE1.P1 Students present brief, rehearsed material orally in the target language.
Students:

A. present age-appropriate songs, poems, simple dialogues etc.
B. share basic information about self and others.

MLE1.P2 Students demonstrate beginning writing skills in the target language.
Students:

A. generate ideas using graphic organizers and pictures. B.
write single words such as name, colors etc
C. copy simple sentences.

II. Cultural Perspectives, Practices, and Products (CU)

MLE1.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
Students:

A. demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
B. participate in culturally-authentic simulations, such as greetings and celebrations.
C. name selected countries where the target language is spoken.

III. Connections, Comparisons, and Communities (CCC)

MLE1.CCC1 Students make links between the target language and other subjects.
Students:

A. connect basic skills learned in the target language with other subjects.
B. connect basic skills learned in other subjects with skills learned in the target language.

MLE1.CCC2
Students begin to understand the significance of culture through comparisons between the cultures studied and their own.
Students:

A. recognize age-appropriate patterns of cultural behavior and interaction.
B. demonstrate an awareness of their own culture.

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Georgia Performance Standards for Modern Languages - Grade 1

MLE1.CCC3 Students begin to understand basic similarities and differences among languages. Students:

A. recognize similarities and differences in sound systems.
B. recognize similarities and differences in writing systems.

MLE1.CCC4 Students demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:
A. identify places where target language is found beyond the classroom setting.
B. identify places where target cultures are found beyond the classroom setting.

Modern Languages Grade 1: 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, Grade 1. It is important to remember that typical Grade 1 students will exhibit varying levels of proficiency.

Skills Developed in Grade 1

The students:

MLE1.IP1A	Use basic greetings, farewells, and expressions of courtesy, in oral form.
MLE1.IP1B	Express likes, dislikes, emotions, agreement and disagreement.
MLE1.IP1C	Make simple requests.
MLE1.IP1D	Give simple descriptions
MLE1.IP1E	Comprehend basic directions.
MLE1.IP1F	Provide simple responses using memorized words and phrases on topics such as self, family, school, etc.
MLE1.IP1G	Use sequenced information such as the alphabet, days of the week, months, seasons, and numbers 0-31 in context.
MLEI.IP1H	Imitate proper pronunciation and intonation.
MLE1.IP2A	Copy characters and words.
MLEI.IP2B	Make lists on familiar topics.
MLEI.IP2C	Complete forms for basic information.
MLE1.INT1A	Understand simple instructions, such as classroom procedures.
MLE1.INT1B	Demonstrate proficiency in listening comprehension
MLE1.INT2A	Demonstrate comprehension through reading of age-appropriate materials and resources.
MLE1.INT2B	Use pictures and other visual cues to infer meaning.
MLE1.P1A	Present age-appropriate songs, poems, simple dialogues etc…
MLE1.P1B	Share basic information about self and others.

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Georgia Performance Standards for Modern Languages - Grade 1

MLE1.P2A	Generate ideas using graphic organizers and pictures.
MLE1.P2B	Write single words such as name, colors, etc…
MLEI.P2C	Copy simple sentences.
MLE1.CU1A	Demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
MLE1.CU1B	Participate in culturally-authentic simulations, such as greetings and celebrations.
MLE1.CU1C	Name selected countries where the target language is spoken.
MLE1.CCC1A	Connect basic skills learned in the target language with other subjects.
MLE1.CCC1B	Connect basic skills learned in other subjects with skills learned in the target language.
MLE1.CCC2A	Recognize age-appropriate patterns of cultural behavior and interaction.
MLE1.CCC2B	Demonstrate an awareness of their own culture.
MLE1.CCC3A	Recognize similarities and differences in sound systems.
MLE1.CCC3B	Recognize similarities and differences in writing systems.
MLE1.CCC4A	Identify places where target language is found beyond the classroom setting.
MLE1.CCC4B	Identify places where target cultures are found beyond the classroom setting.

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Georgia Performance Standards for Modern Languages - Grade 1

Modern Languages Grade 1: Suggested Topics

The following topics are necessary for providing a link to interdisciplinary units in the elementary curriculum. 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

Community, People, and Places

Customs and Etiquette

Family and Friends

Foods

Geography Homes Numbers

Parts of the Body

School and Classroom Routine

Self

Shapes and Sizes

Animals

Transportation

Time and Calendar

Weather and Seasons

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Georgia Performance Standards for Modern Languages - Grade 2

(Five-Day Model)

Course Description

The Grade 2 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 some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

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 Grade 2, students will exhibit Junior Novice-Mid to Junior Novice-High level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 2)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

Listening Comprehension (Junior Novice-Mid to Junior Novice-High)

Junior Novice-Mid

Student understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.

Junior Novice-High

Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

Oral Fluency (Junior Novice-Mid to Junior Novice-High)

Junior Novice-Mid

Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

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Junior Novice-High
Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Grammar *(Speaking)* (Junior Novice-Mid to Junior Novice-High)
Junior Novice-Mid
Student uses memorized expressions with verbs and other short phrases with some accuracy, but inaccuracies are common. Student does not successfully create at the sentence level with conjugated verbs.

Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Vocabulary *(Speaking)* (Junior Novice-Mid to Junior Novice-High)
Junior Novice-Mid
Student uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. Frequent searches for words are common. Student may use her or his native language or gestures when attempting to create with language.

Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

The *COPE/SOPA Rating Scale* is based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999). The *COPE/SOPA Rating Scale* has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the *COPE/SOPA Rating Scale*.

Student Profile (Grade 2)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Mid to Novice-High)
Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.

Georgia Performance Standards for Modern Languages - Grade 2

Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Interpretive Communication, Listening (Novice-Mid to Novice-High)
Novice-Mid
Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.

Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Interpretive Communication, Reading (Novice-Mid to Novice-High)
Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Presentational Communication, Spoken Production (Novice-Mid to Novice-High)
Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Presentational Communication, Writing (Novice-Mid to Novice-High)
Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.
Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the
Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

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Georgia Performance Standards for Modern Languages - Grade 2

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE2.IP1 Students exchange simple spoken language in the target language, utilizing cultural references where appropriate.
Students:

A. use basic greetings, farewells, and expressions of courtesy, in oral form.
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. 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.

MLE2.IP2 Students demonstrate skills necessary to sustain brief oral exchanges in the target language.
Students:

A. initiate, participate in and close brief oral exchanges.
B. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLE2.INT1 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.
Students:

A. understand simple instructions, such as classroom procedures.
B. demonstrate proficiency in listening and reading comprehension

MLE2.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.
Students:

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Georgia Performance Standards for Modern Languages - Grade 2

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE2.P1 Students present brief material orally in the target language.
Students:

A. present songs, poems, simple dialogues etc…
B. share information and give brief descriptions about self, others and surroundings.

MLE2.P2 Students demonstrate writing skills in the target language.
Students:

A. write simple sentences about self, others and surroundings.
B. label pictures and write short lists of words.

II. Cultural Perspectives, Practices, and Products (CU)

MLE2.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
Students:

A. demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc. B. participate in culturally-authentic simulations.
C. identify selected symbols and landmarks of target cultures.

III. Connections, Comparisons, and Communities (CCC)

MLE2.CCC1 Students make links between the target language and other subjects.
Students:

A. connect skills learned in the target language with other subjects.
B. connect skills learned in other subjects with skills learned in the target language.

MLE2.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own.

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Georgia Performance Standards for Modern Languages - Grade 2

Students:

A. identify age-appropriate patterns of cultural behavior and interaction.
B. compare cultural products, practices and perspectives.

MLE2.CCC3 Students demonstrate an understanding of basic similarities and differences among languages. Students:

A. compare patterns of spoken communication such as intonation and pronunciation.
B. compare patterns of written communication such as punctuation and capitalization.

MLE2.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. document encounters with the target language beyond the classroom setting.
B. document encounters with the target cultures beyond the classroom setting.

Modern Languages Grade 2: 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, Grade 2. It is important to remember that typical Grade 2 students will exhibit varying levels of proficiency.

Skills Developed in Grade 2

The students:

MLE2.IP1A	Use basic greetings, farewells, and expressions of courtesy, in oral form.
MLE2.IP1B	Express likes, dislikes, emotions, agreement and disagreement.
MLE2.IP1C	Make simple requests.
MLE2.IP1D	Ask for clarification.
MLE2.IP1E	Give simple adjectives
MLE2.IP1F	Comprehend basic directions.
MLE2.IP1G	Provide responses based on topics such as self, family, school, etc.
MLE2.IP1H	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0-100 in context.
MLE2.IP2A	Initiate, participate in and close brief oral exchanges.

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Georgia Performance Standards for Modern Languages - Grade 2

MLE2.IP2B	Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.
MLE2.INT1A	Understand simple instructions, such as classroom procedures.
MLE2.INT1B	Demonstrate proficiency in listening and reading comprehension.
MLE2.INT2A	Differentiate among statements, questions, and exclamations.
MLE2.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.
MLE2.P1A	Present songs, poems, simple dialogues etc.
MLE2.P1B	Share information and give brief descriptions about self, others and surroundings.
MLE2.P2A	Write simple sentences about self, others and surroundings.
MLE2.P2B	Label pictures and write short lists of words.
MLE2.CU1A	Demonstrate knowledge of typical practices and products and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions etc.
MLE2.CU1B	Participate in culturally-authentic simulations.
MLE2.CU1C	Identify selected symbols and landmarks of target cultures.
MLE2.CCC1A	Connect basic skills learned in the target language with other subjects.
MLE2.CCC1B	Connect skills learned in other subjects with skills learned in the target language.
MLE1.CCC2A	Identify age-appropriate patterns of cultural behavior and interaction.
MLE1.CCC2B	Compare cultural products, practices, and perspectives.
MLE1.CCC3A	Compare patterns of spoken communication such as intonation and pronunciation.
MLE1.CCC3B	Compare patterns of written communication such as punctuation and capitalization.
MLE1.CCC4A	Document encounters with the target language beyond the classroom setting.
MLE1.CCC4B	Document encounters with the target cultures beyond the classroom setting.

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Georgia Performance Standards for Modern Languages - Grade 2

Modern Languages Grade 2: Suggested Topics

The following topics are necessary for providing a link to interdisciplinary units in the elementary curriculum. 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

Community, People, and Places

Customs and Etiquette

Family and Friends

Foods

Geography Homes Numbers

Parts of the Body

School and Classroom Routine

Self

Senses

Shapes, Sizes

Plants and Animals

Transportation

Time and Calendar

Weather, Seasons

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Georgia Performance Standards for Modern Languages - Grade 3

(Five-Day Model)

Course Description

The Grade 3 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 some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

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 Grade 3, students will exhibit Junior Novice-Mid to Junior Novice-High level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 3)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS)

Listening Comprehension (Junior Novice-Mid to Junior Novice-High)

Junior Novice-Mid

Student understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.

Junior Novice-High

Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

Oral Fluency (Junior Novice-Mid to Junior Novice-High)

Junior Novice-Mid

Student uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas. Student may attempt to create sentences, but is not successful. Long pauses are common.

Georgia Performance Standards for Modern Languages - Grade 3

Junior Novice-High
Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Grammar *(Speaking)* (Junior Novice-Mid to Junior Novice-High)
Junior Novice-Mid
Student uses memorized expressions with verbs and other short phrases with some accuracy, but inaccuracies are common. Student does not successfully create at the sentence level with conjugated verbs.

Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Vocabulary *(Speaking)* (Junior Novice-Mid to Junior Novice-High)
Junior Novice-Mid
Student uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. Frequent searches for words are common. Student may use her or his native language or gestures when attempting to create with language.

Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

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Student Profile (Grade 3)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-Mid to Novice-High)
Novice-Mid
Student can interact with help using memorized words and phrases and can answer simple questions on very familiar topics.

Georgia Performance Standards for Modern Languages - Grade 3

Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Interpretive Communication, Listening (Novice-Mid to Novice-High)
Novice-Mid
Student can understand some everyday words, phrases and questions about himself or herself and about his or her personal experiences and surroundings when people speak slowly and clearly.

Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Interpretive Communication, Reading (Novice-Mid to Novice-High)
Novice-Mid
Student can understand familiar words and short, simple phrases or sentences.

Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Presentational Communication, Spoken Production (Novice-Mid to Novice-High)
Novice-Mid
Student can use simple phrases and sentences to provide information about herself or himself and her or his immediate surroundings.

Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Presentational Communication, Writing (Novice-Mid to Novice-High)
Novice-Mid
Student can provide some basic information on familiar topics in lists and simple forms.

Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the
Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

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Georgia Performance Standards for Modern Languages - Grade 3

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Georgia Performance Standards for Modern Languages - Grade 3

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE3.IP1 Students exchange simple spoken language in the target language, utilizing cultural references where appropriate. Students:

A. use basic greetings, farewells, and expressions of courtesy, in oral form.
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. provide responses based on topics such as self, family, school, etc.
H. ask rehearsed questions on familiar topics.
I. use sequenced information, such as the alphabet, days `of the week, months, seasons, and numbers 0 to 100 in context.

MLE3.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.
Students:

A. initiate, participate in, and close brief oral exchanges.
B. use formal and informal forms of address.
C. demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation

Interpretive Mode of Communication (INT)

MLE3.INT1 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. Students:

A. identify main ideas and some details when reading and listening.
B. comprehend simple, culturally authentic announcements and/or messages.
C. understand simple instructions, such as classroom procedures.
D. demonstrate proficiency in listening and reading comprehension.

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Georgia Performance Standards for Modern Languages - Grade 3

MLE3.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. Students:

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE3.P1 Students present brief material orally in the target language.
Students:

A. present songs, poems, dialogues skits etc…
B. share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities.

MLE3.P2 Students demonstrate writing skills in the target language.
Students:

A. write simple sentences about familiar topics and experiences.
B. label pictures, write captions and create storyboards.

II. Cultural Perspectives, Practices, and Products (CU)

MLE3.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
Students:

A. demonstrate knowledge of typical practices and products of target cultures.
B. participate in culturally-authentic simulations.
C. identify selected symbols and landmarks of target cultures.
D. identify significant people from the target language cultures.
E. identify similarities and differences among a variety of cultures.

III. Connections, Comparisons, and Communities (CCC)

MLE3.CCC1 Students make links between the target language and other subjects.
Students:

A. connect skills learned in the target language with other subjects.
B. connect skills learned in other subjects with skills learned in the target language.

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Georgia Performance Standards for Modern Languages - Grade 3

MLE3.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. Students:

A. identify age-appropriate patterns of cultural behavior and interaction.
B. compare cultural products, practices and perspectives.

MLE3.CCC3 Students demonstrate an understanding of basic similarities and differences among languages. Students:

A. compare patterns of spoken communication such as intonation and pronunciation.
B. compare patterns of written communication such as punctuation and capitalization.

MLE3.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. document encounters with the target language beyond the classroom setting.
B. document encounters with the target cultures beyond the classroom setting.

Modern Languages Grade 3: 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, Grade 3. It is important to remember that typical Grade 3 students will exhibit varying levels of proficiency.

Skills Developed in Grade 3

The students:

MLE3.IP1A Use basic greetings, farewells, and expressions of courtesy, in oral form.
MLE3.IP1B Express likes, dislikes, agreement and disagreement.
MLE3.IP1C Make simple requests.
MLE3.IP1D Ask for clarification.
MLE3.IP1E Give simple descriptions.
MLE3.IP1F Comprehend basic directions.
MLE3.IP1G Provide responses based on topics such as self, family, school, etc.
MLE3.IP1H Ask rehearsed questions on familiar topics
MLE3.IP1I Use sequenced information, such as the alphabet, days of the week, months, seasons, numbers 0-100 in context.

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Georgia Performance Standards for Modern Languages - Grade 3

MLE3.IP2A	Initiate, participate in, and close a brief oral exchange.
MLE3.IP2B	Use formal and informal forms of address.
MLE3.IP2C	Demonstrate proficiency in oral exchanges with respect to proper pronunciation and intonation.
MLE3.INT1A	Identify the main ideas and some details when reading and listening.
MLE3.INT1B	Comprehend simple, culturally authentic announcements and/or messages.
MLE3.INT1C	Understand simple instructions such as classroom procedures.
MLE3.INT1D	Demonstrate proficiency in listening and reading comprehension.
MLE3.INT2A	Differentiate among statements, questions, and exclamations.
MLE3.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.
MLE3.P1A	Present songs, poems, dialogues, skits, etc…
MLE3.P1B	Share information and give brief descriptions on a variety of topics such as self, family, school and leisure activities.
MLE3.P2A	Write simple sentences about familiar topics and experiences.
MLE3.P2B	Label pictures, write captions and create storyboards.
MLE3.CU1A	Demonstrate knowledge of typical practices and products of target cultures.
MLE3.CU1B	Participate in culturally authentic simulations.
MLE3.CU1C	Identify selected symbols and landmarks of target cultures.
MLE3.CU1D	Identify significant people from the target language cultures.
MLE3.CU1E	Identify similarities and differences among a variety of cultures.
MLE3.CCC1A	Connect skills learned in the target language with other subjects.
MLE3.CCC1B	Connect skills learned in other subjects with skills learned in the target language.
MLE3.CCC2A	Identify age-appropriate patterns of cultural behavior and interaction.
MLE3.CCC2B	Compare cultural products, practices and perspectives.
MLE3.CCC3A	Compare patterns of spoken communication such as intonation and pronunciation
MLE3.CCC3B	Compare patterns of written communication such as punctuation and capitalization.
MLE3.CCC4A	Document encounters with the target culture beyond the classroom setting.
MLE3.CCC4B	Document encounters with the target cultures beyond the classroom setting

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Georgia Performance Standards for Modern Languages Grade 3

Modern Languages Grade 3: Suggested Topics

The following topics are strongly suggested for the Grade 3 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.

Animals

Celebrations/Holidays

Clothes

Community/People and Places

Customs and Etiquette

Family and Friends

Foods, Meals

School and Classroom Routine

Self

Solar System

Sports and Leisure

Topics to Recycle

Celebrations	Geography	Parts of the Body	Transportation
Clothes	Homes	Plants and Animals	Time and Calendar
Colors Seasons	Numbers	Shapes and Sizes	Weather and

(Five-Day Model)

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Georgia Performance Standards for Modern Languages - Grade 4

Course Description

The Grade 4 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 some prior knowledge of the language and culture from previous years. Newcomers to the program will benefit from additional support and exposure.

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 Grade 4, students will exhibit Junior Novice-High to Junior Intermediate-Low level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 4)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

Listening Comprehension (Junior Novice-Mid to Junior Novice-High)

Junior Novice-High

Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

Junior Intermediate-Low

Student understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. Student follows conversation at a fairly normal rate.

Oral Fluency (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High

Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Georgia Performance Standards for Modern Languages - Grade 4

Junior Intermediate-Low
Student goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. Student handles a limited number of everyday social and academic interactions.

Grammar *(Speaking)* (Junior Novice-High to Junior Intermediate-Low)
Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Junior Intermediate-Low
Student uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. Other verb tenses/forms may appear in memorized language. The listener may be confused by this speech due to the many grammatical inaccuracies.

Vocabulary *(Speaking)* (Junior Novice-High to Junior Intermediate-Low)
Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

Junior Intermediate-Low
Student has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. Student's use of some native language is common when vocabulary is lacking.

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Student Profile (Grade 4)

FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpretive Communication, Listening (Novice-High to Intermediate-Low)
Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Georgia Performance Standards for Modern Languages - Grade 4

Intermediate-Low
Student can understand main ideas and a few details in sentences, short conversations and some forms of media.

Interpretive Communication, Reading (Novice-High to Intermediate-Low)
Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Intermediate-Low
Student can understand the main idea and many details in some texts that contain familiar vocabulary.

Interpersonal Communication (Novice-High to Intermediate-Low)
Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Intermediate-Low
Student can begin and carry on an unrehearsed conversation on a limited number of familiar topics. Student can ask and answer simple questions and exchange information in highly familiar situations.

Presentational Communication, Spoken Production (Novice-High to Intermediate-Low) Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Intermediate-Low
Student can connect basic sentences to provide information on familiar topics. Student can relate with information about what she or he reads, hears and sees with some detail.
Presentational Communication, Writing (Novice-High to Intermediate-Low)
Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

Intermediate-Low
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the
Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

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Georgia Performance Standards for Modern Languages - Grade 4

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE4.IP1 Students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
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.

MLE4.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.
Students:

A. initiate, participate in, and close a brief oral or written exchange.
B. use formal and informal forms of address.
C. demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLE4.INT1 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.
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.

Georgia Performance Standards for Modern Languages - Grade 4

D. demonstrate proficiency in listening and reading comprehension.

MLE4.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. Students:

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE4.P1 Students present material orally in the target language.
Students:

A. present short narratives, songs, poems, dialogues and skits.
B. share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities. C. retell stories and events in their own words.

MLE4.P2 Students demonstrate writing skills in the target language.
Students:

A. write short narratives about familiar topics and experiences.
B. label pictures, write captions and create storyboards.
C. rewrite story events in their own words.

II. Cultural Perspectives, Practices, and Products (CU)

MLE4.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken. Students:

A. demonstrate knowledge of typical practices and products of target cultures.
B. participate in culturally-authentic simulations.
C. identify selected symbols and landmarks of target cultures.
D. identify significant people from the target language cultures.
E. compare and contrast similarities and differences among a variety of cultures.

III. Connections, Comparisons, and Communities (CCC)

MLE4.CCC1 Students make links between the target language and other subjects.
Students:

A. apply skills learned in the target language with other subjects.
B. apply skills learned in other subjects with skills learned in the target language.

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Georgia Performance Standards for Modern Languages - Grade 4

MLE4.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. Students:

A. describe patterns of behavior and interaction among cultures.
B. compare and contrast cultural products, practices and perspectives.

MLE4.CCC3 Students demonstrate an understanding of basic similarities and differences among languages. Students:

A. compare and contrast patterns of spoken communication such as intonation and pronunciation.
B. compare and contrast patterns of written communication such as style, syntax and audience.

MLE4.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. document and describe encounters with the target language beyond the classroom setting.
B. document and describe encounters with the target cultures beyond the classroom setting.

Modern Languages Grade 4: 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, Grade 4. It is important to remember that typical Grade 4 students will exhibit varying levels of proficiency.

Skills Developed in Grade 4

The students:

MLE4.IP1A Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
MLE4.IP1B Express likes, dislikes, emotions, agreement and disagreement.
MLE4.IP1C Make simple requests.
MLE4.IP1D Ask for clarification.
MLE4.IP1E Give simple descriptions.
MLE4.IP1F Comprehend basic directions.

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Georgia Performance Standards for Modern Languages - Grade 4

MLE4.IP1G	Ask questions and provide responses based on topics such as self, family, school, etc.
MLE4.IP1H	Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.
MLE4.IP2A	Initiate, participate in, and close a brief oral or written exchange.
MLE4.IP2B	Use formal and informal forms of address.
MLE4.IP2C	Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLE4.INT1A	Identify main ideas and some details when reading and listening.
MLE4.INT1B	Comprehend simple, culturally authentic announcements, messages, and advertisements.
MLE4.INT1C	Understand simple instructions, such as classroom procedures.
MLE4.INT1D	Demonstrate proficiency in listening and reading comprehension.
MLE4.INT2A	Differentiate among statements, questions, and exclamations.
MLE4.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.
MLE4.P1A	Present short narratives, songs, poems, dialogues, and skits.
MLE4.P1B	Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.
MLE4.P1C	Retell stories and events in their own words.
MLE4.P2A	Write short narratives about familiar topics and experiences.
MLE4.P2B	Label pictures, write captions and create storyboards.
MLE4.P2C	Rewrite story events in their own words.
MLE4.CU1A	Demonstrate knowledge of typical practices and products of target cultures.
MLE4.CU1B	Participate in culturally-authentic simulations.
MLE4.CU1C	Identify selected symbols and landmarks of target cultures.
MLE4.CU1D	Identify significant people from the target language cultures.
MLE4.CU1E	Compare and contrast similarities and differences among a variety of cultures.
MLE4.CCC1A	Apply skills learned in the target language with other subjects.
MLE4.CCC1B	Apply skills learned in other subjects with skills learned in the target language.
MLE4.CCC2A	Describe patterns of behavior and interaction among cultures.
MLE4.CCC2B	Compare and contrast cultural products, practices and perspectives.
MLE4.CCC3A	Compare and contrast patterns of spoken communication such as intonation and pronunciation.
MLE4.CCC3B	Compare and contrast patterns of written communication such as style, syntax and audience.
MLE4.CCC4A	Document and describe encounters with the target language beyond the classroom setting.
MLE4.CCC4B	Document and describe encounters with the target cultures beyond the classroom setting.

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Georgia Performance Standards for Modern Languages - Grade 4

Modern Languages Grade 4: Suggested Topics

The following topics are strongly suggested for the Grade 4 course. These topics should be combined into coherent thematic units and taught in context. The Georgia Performance Standards for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Animals

Cultures

Customs and Etiquette

Foods, Cooking

Geography

Habitats

Parts of the Body

Professions and Businesses

School and Classroom Routine

Self (Autobiographical Events)

Sports and Leisure

Time

Stores and Shopping

Weather/Seasons

Topics to Recycle

Animals
Celebrations
Colors
Homes
Numbers
Shapes and Sizes
Transportation
Time and Calendar

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Georgia Performance Standards for Modern Languages - Grade 5

(Five-Day Model)

Course Description

The Grade 5 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 substantial prior knowledge of the language and culture from previous years. Newcomers will benefit from scheduling adaptations and additional instruction.

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 Grade 5, students will exhibit Junior Novice-High to Junior Intermediate-Low level proficiency on the COPE-SOPA Rating Scale (see page 56).

Student Profile (Grade 5)

At the end of the year of instruction, the student should consistently perform in the target proficiency range outlined below across all modes and types of communication.

FROM THE CENTER FOR APPLIED LINGUISTICS ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

Listening Comprehension (Junior Novice-Mid to Junior Novice-High)

Junior Novice-High

Student understands simple questions, statements, and commands in familiar topic areas and some new sentences with strong contextual support. Student may require repetition, slower speech, or rephrasing.

Junior Intermediate-Low

Student understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. Student follows conversation at a fairly normal rate.

Oral Fluency (Junior Novice-High to Junior Intermediate-Low)

Junior Novice-High

Student uses memorized expressions with reasonable ease and shows emerging signs of creating with the language to communicate ideas. Student creates some sentences successfully but cannot sustain sentence-level speech.

Georgia Performance Standards for Modern Languages - Grade 5

Junior Intermediate-Low
Student goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. Student handles a limited number of everyday social and academic interactions.

Grammar *(Speaking)* (Junior Novice-High to Junior Intermediate-Low)
Junior Novice-High
Student creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present.

Junior Intermediate-Low
Student uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. Other verb tenses/forms may appear in memorized language. The listener may be confused by this speech due to the many grammatical inaccuracies.

Vocabulary *(Speaking)* (Junior Novice-High to Junior Intermediate-Low)
Junior Novice-High
Student uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics.

Junior Intermediate-Low
Student has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. Student's use of some native language is common when vocabulary is lacking.

The *COPE/SOPA Rating Scale* is based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999). The *COPE/SOPA Rating Scale* has been adapted for use in this document with permission from Center for Applied Linguistics. The complete scale can be found on page 56 of this document. Contact Lynn Thompson at lthompson@cal.org for more information on the *COPE/SOPA Rating Scale*.

Student Profile (Grade 5)
FROM THE NATIONAL COUNCIL OF STATE SUPERVISORS FOR LANGUAGES
LINGUAFOLIO SELF-ASSESSMENT GRID

Interpersonal Communication (Novice-High to Intermediate-Low)
Novice-High
Student can exchange info about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences. Student may need help to keep the conversation going.

Georgia Performance Standards for Modern Languages - Grade 5

Intermediate-Low
Student can begin and carry on an unrehearsed conversation on a limited number of familiar topics. Student can ask and answer simple questions and exchange information in highly familiar situations.

Interpretive Communication, Listening (Novice-High to Intermediate-Low)
Novice-High
Student can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Student can understand the main point in messages and announcements.

Intermediate-Low
Student can understand main ideas and a few details in sentences, short conversations and some forms of media.

Interpretive Communication, Reading (Novice-High to Intermediate-Low)
Novice-High
Student can understand the main idea and some details in simple texts that contain familiar vocabulary.

Intermediate-Low
Student can understand the main idea and many details in some texts that contain familiar vocabulary.

Presentational Communication, Spoken Production (Novice-High to Intermediate-Low) Novice-High
Student can use a series of phrases and sentences to provide basic information about familiar topics.

Intermediate-Low
Student can connect basic sentences to provide information on familiar topics. Student can relate with information about what she or he reads, hears and sees with some detail.

Presentational Communication, Writing (Novice-High to Intermediate-Low)
Novice-High
Student can write simple descriptions and short messages and request or provide information on familiar topics.

Intermediate-Low
Student can write simple descriptions and short messages and request or provide information on familiar topics.

The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines*, American Council on the
Teaching of Foreign Languages (1986, 1999), and the Common European Framework of Reference for Languages, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been adapted for inclusion in this document with permission from National Council of State Supervisors for Languages. The complete scale can be found on page 65 of this document.

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Georgia Performance Standards for Modern Languages - Grade 5

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Georgia Performance Standards for Modern Languages - Grade 5

Georgia Performance Standards with Elements

I. Communication

Interpersonal Mode of Communication (IP)

MLE5.IP1 Students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. 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.

MLE5.IP2 Students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.
Students:

A. initiate, participate in, and close a brief oral or written exchange.
B. use formal and informal forms of address.
C. demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

MLE5.INT1 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. 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 proficiency in listening and reading comprehension.

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Georgia Performance Standards for Modern Languages - Grade 5

MLE5.INT2 Students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language. Students:

A. differentiate among statements, questions and exclamations.
B. recognize basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

MLE5.P1 Students present material orally in the target language.
Students:

A. present short narratives, songs, poems, dialogues and skits.
B. share information and give descriptions on a variety of topics such as self, family, school, community and leisure activities.
C. retell stories and events in their own words with some detail.

MLE5.P2 Students demonstrate writing skills in the target language.
Students:

A. write connected narratives about familiar topics and experiences.
B. label pictures, write captions and create storyboards.
C. rewrite story events in their own words with some detail.

II. Cultural Perspectives, Practices, and Products (CU)

MLE5.CU1 Students demonstrate an awareness of perspectives, practices, and products of the cultures where the target language is spoken.
Students:

A. demonstrate knowledge of typical practices and products of target cultures.
B. participate in culturally-authentic simulations.
C. describe selected symbols and landmarks of target cultures.
D. identify significant people from the target language cultures.
E. compare and contrast similarities and differences among a variety of cultures.
F. identify and research an area of interest pertaining to the target cultures.

III. Connections, Comparisons, and Communities (CCC)

MLE5.CCC1 Students make links between the target language and other subjects.

Georgia Performance Standards for Modern Languages - Grade 5

Students:

A. apply skills learned in the target language with other subjects.
B. apply skills learned in other subjects with skills learned in the target language.

MLE5.CCC2 Students demonstrate an understanding of the significance of culture through comparisons between the cultures studied and their own. Students:

A. describe patterns of behavior and interaction among cultures.
B. compare and contrast cultural products, practices and perspectives.

MLE5.CCC3 Students demonstrate an understanding of basic similarities and differences among languages. Students:

A. compare and contrast patterns of spoken communication such as intonation and register.
B. compare and contrast patterns of written communication such as style, syntax and audience.

MLE5.CCC4 Students demonstrate an awareness of where they can encounter the target language and cultures virtually or in real-life.
Students:

A. document and describe encounters with the target language beyond the classroom setting.
B. document and describe encounters with the target cultures beyond the classroom setting.

Modern Languages Grade 5: 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, Grade 5. It is important to remember that typical Grade 5 students will exhibit varying levels of proficiency.

Skills Developed in Grade 5

The students:

MLE5.IP1A Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
MLE5.IP1B Express likes, dislikes, emotions, agreement and disagreement.

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Georgia Performance Standards for Modern Languages - Grade 5

MLE5.IP1C	Make simple requests.
MLE5.IP1D	Ask for clarification.
MLE5.IP1E	Give simple descriptions.
MLE5.IP1F	Comprehend basic directions.
MLE5.IP1G	Ask questions and provide responses based on topics such as self, family, school, etc.
MLE5.IP1H	Use sequenced information, such as the alphabet, days of the week, months, and numbers 0-100 in context.
MLE45.IP2A	Initiate, participate in, and close a brief oral or written exchange.
MLE5.IP2B	Use formal and informal forms of address.
MLE5.IP2C	Demonstrate proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLE5.INT1A	Identify main ideas and some details when reading and listening.
MLE5.INT1B	Comprehend simple, culturally authentic announcements, messages, and advertisements.
MLE5.INT1C	Understand simple instructions, such as classroom procedures.
MLE5.INT1D	Demonstrate proficiency in listening and reading comprehension.
MLE5.INT2A	Differentiate among statements, questions, and exclamations.
MLE5.INT2B	Recognize basic gestures, body language, and intonation that clarify a message.
MLE5.P1A	Present short narratives, songs, poems, dialogues, and skits.
MLE5.P1B	Share information and give brief descriptions on a variety of topics such as self, family, school, community and leisure activities.
MLE5.P1C	Retell stories and events in their own words.
MLE5.P2A	Write connected narratives about familiar topics and experiences.
MLE5.P2B	Label pictures, write captions and create storyboards.
MLE5.P2C	Rewrite story events in their own words with some detail.
MLE5.CU1A	Demonstrate knowledge of typical practices and products of target cultures.
MLE5.CU1B	Participate in culturally-authentic simulations.
MLE5.CU1C	Describe selected symbols and landmarks of target cultures.

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Georgia Performance Standards for Modern Languages - Grade 5

MLE5.CU1D	Identify significant people from the target language cultures.
MLE5.CU1E	Compare and contrast similarities and differences among a variety of cultures.
MLE5.CU1F	Identify and research an area of interest pertaining to the target cultures.
MLE5.CCC1A	Apply skills learned in the target language with other subjects.
MLE5.CCC1B	Apply skills learned in other subjects with skills learned in the target language.
MLE5.CCC2A	Describe patterns of behavior and interaction among cultures.
MLE5.CCC2B	Compare and contrast cultural products, practices and perspectives.
MLE5.CCC3A	Compare and contrast patterns of spoken communication such as intonation and register.
MLE5.CCC3B	Compare and contrast patterns of written communication such as style, syntax and audience.
MLE5.CCC4A	Document and describe encounters with the target language beyond the classroom setting.
MLE5.CCC4B	Document and describe encounters with the target cultures beyond the classroom setting.

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Georgia Performance Standards for Modern Languages - Grade 5

Modern Languages Grade 5: Suggested Topics

The following topics are strongly suggested for the Grade 5 course. These topics should be combined into coherent thematic units and taught in context. The Georgia Performance Standards for Modern Languages encourage language taught in communicative context and discourage language taught in isolation.

Celebrations Clothes Colors

Customs and Etiquette

Family and Friends

Fairytales

Foods, Meals, and Restaurants

Jobs and Professions

Letter Writing/Email/Instant Messaging

School Memories

Self as Author

Sports and Leisure

Time

Stores and Shopping

Tourism/Travel

Topics to Recycle

Animals

Professions and Businesses

Time and Calendar

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Geography	School and Classroom Routine
Parts of the Body	Self

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CAL ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (*COPE/SOPA-RS*)

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JR. NOVICE-LOW	**JR. NOVICE-MID**	**JR. NOVICE-HIGH**	**JR. INTERMEDIATE-LOW**	**JR. INTERMEDIATE-MID**	**JR. INTERMEDIATE-HIGH**	**JR. ADVANCED-LOW**	**JR. ADVANCED-MID**	**JR. ADVANCED-HIGH**
Oral Fluency								
-Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as *good morning* and *thank you*.	-In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., *My name is…*, *I don't know*) in predictable topic areas. -May attempt to create sentences, but is not successful. -Long	-Uses memorized expressions with reasonable ease. -Shows emerging signs of creating with the language to communicate ideas. -Creates some sentences successfully, but cannot sustain sentence-level speech.	-Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and academic interactions.	-Maintains simple sentencelevel conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences. Few, if any, connectors are used.	-Initiates and sustains conversations by using language creatively. -Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., *then, so, that,* etc.) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.	-Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements. -Narrates and describes at the paragraph level also, although haltingly at times. -False starts are common.	-Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics. -Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., *first, next, finally; then, when, that, although, but, therefore, so, etc.*).	-Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level). -Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (*if-then*) and support opinions.

	pauses are common.							
Grammar *(Speaking)*								
-May use greetings and polite expressions accurately. -Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. -Other grammatical inaccuracies are present.	-Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The listener may be confused by this speech due to the many grammatical inaccuracies.	-Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Many grammatical inaccuracies may be present.	-Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms. -Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.	-Uses present, past, and future tenses. -May effectively self-correct when aware of grammatical inaccuracies. -Structures of native language may be evident (e.g., literal translation).	-Has good control of present, past, and future tenses. -Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use nonstandard varieties of grammar.	-Uses all verb tenses accurately and sometimes uses complex grammatical structures, (e.g., *if…occurred, then…might also happen*). -Some patterns of error may persist, but they do not interfere with communication.
Vocabulary *(Speaking)*								
-Uses single words in very specific topic areas in predictable contexts. -May use greetings	- Uses single words, short phrases, greetings, polite expressions, and other memorized	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or	-Has basic vocabulary, permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of	-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. -Sometimes achieves successful	-Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of	-Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics	-Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations.

and polite expressions.	expressions on a limited number of topics. -Frequent searches for words are common. May use native language or gestures when attempting to create with language.	utterances in predictable topic areas. -Use of native language and gestures is common to expand topics.	elaborating on them. -Use of some native language is common when vocabulary is lacking.	general interest. -If precise word is lacking, may use circumlocution ineffectively. May resort to native language.	circumlocution when precise word is lacking. May use native language occasionally.	general interest, and academic subjects. -May use circumlocution successfully when specific terms are lacking.	of general interest, and academic subjects. -Uses circumlocution effectively. Rarely uses native language.	-Lack of vocabulary rarely interrupts the flow of speech.
Listening Comprehension								
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. -May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate.	-Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands without prompting.	-Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending everyday topics. (Can request clarification verbally.)	-Understands main ideas and many details in connected speech on some academic topics and on topics of personal interest.	-Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech.	-Understands complex academic discourse and highly idiomatic speech in conversation. -Confusion may occur due to socio-cultural nuances or unfamiliar topics.

* This feature may not appear, but if present in student speech, is acceptable at the Jr. Advanced-Mid level of proficiency.

The *COPE/SOPA Rating Scale* is based on the *ACTFL Proficiency Guidelines*, American Council on the Teaching of Foreign Languages (1986, 1999). The *COPE/SOPA Rating Scale* has been included in this document with permission from Center for Applied Linguistics. Contact Lynn Thompson lthompson@cal.org for more information.

LINGUAFOLIO SELF-ASSESSMENT GRID (ACTFL, WIDA, Council of Europe)

ACTFL		NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
		Low	**Mid**	**High**	**Low**	**Mid**	**High**	**Low**	**Mid**	**High**	
INTERPRETIVE	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.	I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.	I can understand main ideas and a few details in sentences, short conversations and some forms of media.	I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.	I can understand some extended speech on a variety of familiar and some unfamiliar topics delivered through conversations and other media.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can understand any kind of spoken language, including most accents and dialects.

	Reading	I can identify some words or phrases, especially those that are similar to words in my own language.	I can understand familiar words and short, simple phrases or sentences.	I can understand the main idea and some details in simple texts that contain familiar vocabulary.	I can understand the main idea and many details in some texts that contain familiar vocabulary.	I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	I can understand many different types of texts that contain unfamiliar vocabulary.	I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.	I can understand long, complex texts and recognize some literary and technical styles.	I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.	I can comprehend with ease virtually all forms of written language.
INTERPERSONAL	**Person to Person Communication**	I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.	I can exchange info about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.	I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can state my views and begin and carry on conversations on a variety of familiar topics and in uncomplicated situations.	I can state and support my views and take an active part in discussions on familiar topics and in some complicated situations.	I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
PRESENTATIONAL	**Spoken production**	I can use single words and memorized phrases to provide	I can use simple phrases and sentences to provide	I can use a series of phrases and sentences to provide basic	I can connect basic sentences to provide information	I can connect sentences in order to describe experiences,	I can present clear and detailed descriptions on topics	I can deliver a comprehensible presentation appropriate to my audience on	I can deliver a clearly articulated presentation on personal,	I can deliver a clear and fluid presentation and appropriately	I can deliver a presentation for a variety of purposes in a style appropriate to

		information about myself, and my immediate surroundings.	information about myself, and my immediate surroundings.	information about familiar topics.	on familiar topics. I can relate with some details, information about what I read, hear and see.	events, and opinions. I can narrate a story and make a simple factual presentation.	related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.	a variety of topics.	academic, or professional topics.	respond to the audience.	any type of audience.
	Writing	I can copy some characters and words.	I can provide some basic information on familiar topics in lists and simple forms.	I can write simple descriptions and short messages and request or provide information on familiar topics.	I can write about familiar topics and experiences in series of sentences.	I can summarize, describe or explain familiar topics and support my views with some details.	I can express ideas in detailed narratives, descriptions or explanations on familiar and some new topics.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write clear, wellorganized texts for a variety of audiences on concrete social and professional topics.	I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.	I can effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.
		***Entering**		**Beginning**		**Developing**		**Expanding**		**Bridging**	**Reaching**
		A1			**A2**	**B1**		**B2**			**C1-> C2-**

Distinguished * The WIDA Proficiency Levels have been added to align with ESL classroom standards and the A, B, C designations represent approximations with the Council of Europe self-assessment grid.

Revised June 2008 The *LinguaFolio Self-Assessment Grid* was developed based on the *ACTFL Proficiency Guidelines* , American Council on the Teaching of Foreign Languages

(1986, 1999), The WIDA English Language Proficiency Standards, and the *Common European Framework of Reference for Languages*, Council of Europe, Language Policy Division, 2001. The *LinguaFolio Self-Assessment Grid* has been included in this document with permission from National Council of State Supervisors for Languages.

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Kathy Cox, State Superintendent of Schools
Georgia Performance Standards Modern Languages K-5

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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 sentencelength 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, NoviceMid 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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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.

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Georgia Performance Standards for Modern Languages Level I

B. Recognize basic gestures, body language, and intonation that clarify a message.

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.

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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.

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.

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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.

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

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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 sentencelength 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, NoviceMid 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

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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 NoviceHigh 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:

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A. Differentiate among increasingly complex statements, questions, and exclamations.
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 newlyacquired 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:

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Georgia Performance Standards for Modern Languages Level II

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.

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.

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.

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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 nonprint 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.
MLII.CU1C	Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

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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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V. Georgia Health Education Performance Standards

Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents or guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, to follow school safety rules, and to be responsible.

HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Kindergarten students will identify healthy behaviors.

Elements:

a. Name healthy behaviors.

Examples:

- Identify healthy food choices.
- Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important.

b. Identify that physical health is one dimension of health and wellness.

Examples:

- Identify that a healthy person exercises, eats well, and goes to the doctor.
- Describe ways to prevent the spread of communicable diseases to promote physical health.

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HEK.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Kindergarten students will recognize and identify external factors that influence their personal health.

Elements:

a. Explain how family influences personal health practices.
Examples:
- Name physical activities family members can participate in together(e.g., raking leaves, walking, playing sports).
- Identify family rules that promote health and safety (e.g., washing hands before meals).

b. Identify what the school can do to support personal health practices.
Examples:
- Identify the kinds of healthy foods served by the school cafeteria.
- Discuss the purpose for school playground rules.

c. State how the media influences behaviors.
Examples:
- Discuss how advertisements (e.g., rhymes, jingles) can influence individuals to purchase certain products.
- Discuss how family, culture, and the media influence food choices.

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HEK.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Kindergarten students will identify trusted adults who can assist them in enhancing their health.

Elements:

a. Discuss the role of trusted adults and health professionals as sources of health information.

Examples:

- Describe the role of a variety of health care professionals in promoting health (e.g., dentist, eye doctor).
- Discuss the role of the school nurse in prompting student wellness.

b. Identify school and community health helpers.

Examples:

- Identify community helpers who can assist students in understanding the safety procedures.
- Discuss the people in the school who can help you when a student is being bullied.

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HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Kindergarten students will recognize skills needed to develop and maintain healthy personal relationships.

Elements:

a. Discuss ways to express feelings in a healthy way.
Examples:
- Describe how to express emotions in healthy ways.
- Discuss how to express feelings to prevent a conflict from starting.

b. Develop listening skills to enhance health.
Examples:
- Explain how a person with good listening skills can enhance his or her health.
- Participate in a role-play to help recognize good listening skills.

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HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify health-related situations where decision-making skills are needed.

Elements:

a. Identify health-related situations.
Examples:
- Identify potential risky health situations at school.
- Describe possible causes of conflict with classmates.

b. Discuss when and what assistance is needed for health-related situations.
Examples:
- Identify who to ask for help when you are ill at school.
- Explain when someone should call 911.

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HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.

Elements:

a. Name a personal health goal.
Examples:

- Identify several potential health goals.
- Set a goal to brush your teeth three times a day every day.

b. Identify family members who can assist with achieving short-term health goals.
Examples:

- Describe how a family member can be a role model by eating healthy foods.
- Role play how parents can remind children to practice healthy behaviors.

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HEK.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Kindergarten students will name health behaviors to prevent injuries, diseases, and disorders.

Elements:

a. Show healthy behaviors that improve personal health and wellness.
Examples:
- Demonstrate the correct technique for brushing teeth.
- Practice stress management skills.

b. Demonstrate healthy behaviors that prevent injuries.
Examples:
- Practice safety precautions used before crossing the street.
- Show basic first-aid procedures for bandaging a scrape.

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HEK.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Kindergarten students will role model healthy behaviors that promote personal health and encourage positive choices in others.

Elements:

a. Seek assistance to promote personal health.
Examples:
- Request help when deciding on healthier snack options.
- Ask for help when being teased at school.

b. Encourage peers to make positive health choices.
Examples:
- Draw a picture to encourage classmates to use a booster seat or wear a safety belt.
- Remind students to cover their nose and mouth when they sneeze.

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FIRST GRADE

Students in first grade learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

HE1.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. First grade students will understand how healthy behaviors impact personal health and disease prevention.

Elements:

a. Tell how healthy behaviors impact personal health and wellness.

Examples:

- Describe why being tobacco free is a healthy behavior.
- Identify the health benefits of working together to solve a problem.

b. Describe ways to prevent communicable diseases.

Examples:

- List ways to prevent germs from spreading.
- Describe the correct way to wash your hands.

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HE1.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. First grade students will recognize and identify internal factors that influence their personal health.

Elements:

a. Identify how family influences personal health practices.
Examples:

- Describe how a family member can model healthy behaviors (e.g., eating healthy foods, exercising on a regular basis).
- Identify how celebrating family holidays can impact health practices.

b. Identify what the school can do to support personal health practices.
Examples:

- Identify how schools can participate in health events (e.g., Red Ribbon week).
- Explain school safety rules for the classroom, cafeteria, and playground.

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HE1.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. First grade students will list valid health resources to enhance their health.

Elements:

a. List the roles and responsibilities of professionals who assist with enhancing health.

Examples:

- List the responsibilities of a school bus driver in keeping the passengers safe.
- Explain why doctors are important members of the community.

b. Identify ways to locate school and community health helpers.

Examples:

- Identify community helpers who would help with understanding ways to improve the environment.
- Discuss people in the school who can help when a student is feeling sad or hurt.

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HE1.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. First grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.

Elements:

a. Recognize ways to respond when in an unwanted, threatening, or dangerous situation.

Examples:

- Describe how to avoid second hand smoke.
- Determine effective refusal skills to avoid unsafe situations.

b. Discuss ways to tell a trusted adult if threatened or harmed.

Examples:

- Give examples of when it is important to ask an adult for help when confronted with an unsafe situation.
- Demonstrate how to report a dangerous situation to an adult.

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HE1.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision making skills to identify, apply, and maintain health-enhancing behaviors. First grade students will list health-related situations, as well as identify people who can assist them with solving problems, in order to make health-enhancing decisions.

Elements:

a. List health-related situations.
Examples:
- Describe situations in which students much choose between healthy and risky behaviors.
- Discuss different ways of preventing air pollution.

b. Identify people who can help solve problems and make decisions.
Examples:
- Identify various school personnel who can assist students with health- related problems (e.g., teacher, nurse, principal, and counselor).
- Identify the role of various emergency workers in the community.

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HE1.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. First grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.

Elements:

a. Identify actions needed to achieve a short term personal health goal.

Examples:

- Identify what actions would be useful in achieving a short-term personal health goal (e.g., schedule for brushing teeth, checklist for eating healthy foods).
- Identify actions that can keep students injury free while at recess.

b. Identify who can assist you in achieving health goals outside your family.

Examples:

- Identify who can assist in teaching students how to appropriately express feelings (e.g., teacher, counselor, and parent).
- Describe ways that parents and other trusted adults can help a student meet a goal of eating more fruits and vegetables.

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HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. First grade students will identify steps to maintain or improve personal health.

Elements:

a. Practice health behaviors to maintain personal health and wellness.
Examples:
- Participate in a role play on how to promote cooperation.
- Demonstrate proper safety procedures to follow when exiting a burning building (e.g., crawl out quickly, go to meeting place, if clothing catches fire; stop, drop, and roll).

b. Model behaviors that reduce health risks.
Examples:
- Draw a picture of yourself eating a healthy snack.
- Act out different activities that will help your heart become stronger.

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HE1.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. First grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.

Elements:

a. Obtain assistance to promote health and wellness.

Examples:

- Encourage parents and other caretakers to help students make healthy eating choices.
- Ask a parent or other trusted adult to take a walk after school to increase physical activity.

b. Make requests to promote personal health.

Examples:

- Ask a teacher for helpful suggestions when trying to resolve a conflict.
- Ask a parent or sibling to help list ways to make your home or neighborhood a safer environment.

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SECOND GRADE

Students in second grade learn about growth and development throughout life as well as about body systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

HE2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Second grade students will identify concepts related to healthy behaviors and disease prevention.

Elements:

a. Recognize that there are multiple dimensions of health.
Examples:
- Explain the relationship between feelings and behaviors.
- Describe the difference between behaviors that enhance your physical and mental health.

b. Describe ways to prevent the spread of communicable diseases.
Examples:
- Describe the relationship between germs and communicable diseases.
- Identify food safety precautions.

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HE2.2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Second grade students will identify and discuss internal and external factors that influence their personal health.

Elements:

a. Discuss how the family influences personal health practices and behaviors.
Examples:

- Discuss the importance of each family member in promoting healthy lifestyles.
- Discuss the importance of family rules and the consequences that can occur from not following established rules.

b. Describe how the media can impact health behaviors.
Examples:

- Describe how advertisements can influence food choices.
- Explain how television viewing can decrease an individual's level of physical activity.

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HE2.3: Students will demonstrate the ability to access valid information and products and services to enhance health**.**

Description: Students will access valid health information and health-promoting products and services. Second grade students will identify trusted adults, health care professionals, and school and community individuals who can help enhance their health.

Elements:

a. Identify trusted adults and professionals who can help promote health.
Examples:
- Identify adults with whom students can discuss their feelings.
- Identify people who can provide accurate information about safety.

b. Identify ways to locate school and community health helpers.
Examples:
- Identify adults and professionals who help to promote regular physical activity.
- Identify community individuals that would encourage you to "Just Say NO" to illegal drugs.

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HE2.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Second grade students will demonstrate the ability to identify verbal and non- verbal communication skills as a way to reduce or avoid conflict.

Elements:

a. Demonstrate healthy ways to express needs, wants, and feelings.
Examples:
- Demonstrate how to express feelings to prevent conflict from starting.
- Demonstrate empathy for others.

b. Demonstrate listening skills to enhance health.
Examples:
- Show how body language and eye contact can enhance communication.
- Demonstrate techniques of effective listening.

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HE2.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision making skills to identify, apply, and maintain health-enhancing behaviors. Second grade students will utilize their knowledge of health-related situations to describe how they will make a health-enhancing decision.

Elements:

a. Describe a health-related situation.
Examples:
- Describe what to do when a student feels scared or frightened.
- Explain how to say no to peer pressure to use drugs and alcohol.

b. Identify health-related situations when assistance is needed.
Examples:
- Identify what to do if someone is ill or injured and in need of assistance.
- Describe what to do if someone is being bullied.

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HE2.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Second grade students will implement actions needed to achieve a short-term personal health goal. They will also explain how others can assist them in meeting their health goals.

Elements:

a. Implement actions to achieve a short-term personal health goal.
Examples:
- Identify safe ways to ride in a vehicle.
- Set a time limit on the amount of television programming and video games per week.

b. Identify individuals who can assist in helping achieve a personal goal.
Examples:
- Describe how individuals can help students reach their dietary goals.
- Identify people in the school who can assist students in achieving their fitness goals.

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HE2.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: *S*tudents will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Second grade students will practice healthy behaviors to prevent injuries, diseases, and disorders.

Elements:

a. Demonstrate healthy practices and behaviors to maintain or improve personal health.

Examples:

- Design a meal based on the food guide pyramid.
- Participate in a role play on how to resist peer pressure to violate family or school rules.

b. Demonstrate behaviors that avoid or reduce health risks.

Examples:

- Describe ways to prevent transmission of head lice.
- Create a poster showing safety gear used when bicycling.

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HE2.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Second grade students will demonstrate healthy behaviors to encourage others to practice healthful behaviors.

Elements:

a. Make requests to promote health and wellness.
Examples:
- Request foods that build strong teeth or keep teeth healthy.
- Ask a family member to play an activity outside.

b. Encourage peers to make positive choices.
Examples:
- Design a poster encouraging peers to avoid unhealthy behaviors.
- Role-play situations in which two students show respect for each other by using respectful words and actions.

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THIRD GRADE

Students in third grade learn and apply health skills in areas such as disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

HE3.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.

Elements:

a. Identify the link between healthy choices and being healthy.

Examples:

- Illustrate the link between the six main nutrients and being healthy.
- Examine the harmful effects of tobacco and alcohol on the body.

b. Recognize times when it might be important to seek health care or emergency help.

Examples:

- Identify potential dangers found at school and at home and whom to call for assistance in case of emergency.
- Recognize symptoms that might need treatment from a health care provider (e.g, fever, sore throat, toothache).

c. Give examples of intellectual, physical, emotional, and social health.

Examples:

- Describe the impact of stress on multiple dimensions of health.
- List behaviors that contribute to intellectual, physical, emotional, and social health.

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HE3.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.

Elements:

a. Describe how the family influences personal health practices.
Examples:
- Recognize the role that a parent or guardian plays in caring for a child.
- Discuss importance of family activities related to wellness (e.g., dental visits, exercise, and good nutrition).

b. Identify how peers can influence healthy and unhealthy behaviors.
Examples:
- Describe examples of positive and negative peer pressure.
- Describe methods of handling teasing and harassment.

c. Identify consumer influences.
Examples:
- Determine target audiences for specific media and advertisements.
- Create an advertisement designed to promote a healthy choice.

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HE3.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will identify valid health information and health-promoting products and services for the prevention, early detection, and treatment of health problems. Third grade students will locate local resources that provide valid health information.

Elements:

a. Describe characteristics of valid health information, products, and services.
Examples:

- Describe characteristics of valid sources of health information available on the internet.
- Collect and compare health information from the labels of common household items.

b. Label resources from home, school, and community that provide valid health information.
Examples:

- List family members, school personnel, and community leaders (e.g., health experts, legal and medical professionals, business men and women, volunteer and service agencies and civic groups) that are good resources of valid health information.
- Identify sources for accurate information about how to prevent injury.

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HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Third grade students will use effective verbal and nonverbal communication skills to develop and maintain quality relationships and avoid conflicts.

Elements:

a. Recognize the importance of assertively refusing pressure to engage in an unhealthy behavior.

Examples:

- Discuss healthy ways to express needs, wants, and feelings.
- Demonstrate refusal and negotiation skills to enhance health (e.g., alcohol, tobacco).

b. Identify how listening skills can be used to build and maintain healthy relationships.

Examples:

- Describe how active listening is important to be a positive friend and family member.
- Demonstrate listening skills as a way to show caring and respect.

c. Recognize causes of conflicts and applies nonviolent strategies to manage or resolve.

Examples:

- Describe how effective communication skills enhance healthy behaviors.
- List nonviolent strategies for resolving conflicts.

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HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Third grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.

Elements:

a. Indicate routine health-related situations.
Examples:
- Describe personal choices that contribute to personal health and wellness.
- Give examples of what to do when home alone and someone comes to the door.

b. Discuss situations when support is needed when making a health-related decision.
Examples:
- Discuss how adults can help an individual avoid tobacco.
- Examine when it is appropriate to tell a teacher about a problem with another student.

c. Discuss various options to health-related issues or problems.
Examples:
- Examine safety tips in walking to school, riding the bus, and riding in a car to school each day.
- Create a guidebook describing ways students could be more active and less sedentary.

d. Indicate the possible consequences of each choice when making a health-related decision.
Examples:
- Discuss what could happen if students stopped flossing and brushing their teeth.
- Classify possible consequences to physical, intellectual, and emotional health if a student does not get adequate sleep.

e. Identify a healthy choice when making a decision.
Examples:
- Describe the health implications of students after school activity choices.

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- Analyze the consequences for not following safety instructions (e.g., stay seated on the bus, walk in the hallways).

HE3.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Third grade students will select a long-term goal, determine actions to achieve the goal, and recognize who can assist them with reaching their goals.

Elements:

a. Select a personal long-term health goal and determine actions needed to achieve the goal.

Examples:

- Select a personal health goal related to healthy sleep habits (e.g., establish morning and bedtime routines, record the number of hours of sleep, and track progress).
- Select a personal fitness goal, determine what is necessary to achieve the goal, and monitor progress for achieving the goal.

b. Recognize resources needed to achieve a personal health goal.

Examples:

- Recognize that parents, teachers, and school counselors can help with a goal to manage angry feelings appropriately.
- Recognize resources in the community that can help you achieve personal goals (e.g., YMCA, Boys Club, recreation centers, and school clubs).

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HE3.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Third grade students will demonstrate healthy skills to prevent injuries, diseases, and disorders.

Elements:

a. Practice healthy behaviors.

Examples:

- Keep a daily log of all of the health choices a student makes throughout the day.
- Demonstrate how to say "no" when pressured to engage in a risky behavior.

b. Perform healthy practices that maintain or improve personal health.

Examples:

- Wear appropriate footwear before engaging in an outdoor physical activity.
- Develop a log to record how often you exercise.

c. Demonstrate actions to avoid and reduce health risks.

Examples:

- Demonstrate ways to reduce stress throughout the day.
- Apply safety rules for engaging in an outdoor physical activity requiring the use of special equipment (e.g., baseball helmet, glove, and catcher's mask).

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HE3.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Third grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.

Elements:

a. Share accurate information about a health issue.
Examples:
- Share with family members suggestions for conserving water in their daily practices.
- Show the class how to properly clean a minor abrasion (e.g., skinned knee and scrapes).

b. Encourage others to make positive health choices.
Examples:
- Explain the importance of exercise to a family member and think of ways family members can exercise together.
- Design a banner to encourage others to recycle.

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FOURTH GRADE

Students in fourth grade distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness.

Elements:

a. Recognize the relationship between health behavior and disease prevention.

Examples:

- Describe the relationship between tobacco use and nicotine addiction.
- Identify risk factors and behaviors related to heart disease and heart related conditions (e.g., high blood pressure, obesity, stress).

b. Predict the short and long term effects of health choices on the multiple dimensions of health.

Examples:

- Describe the long and short term health benefits of avoiding foods high in sugar, fat, and sodium.
- Describe the relationship between exercise and caloric intake on weight management.

c. Describe ways to promote a safe and healthy community environment.

Examples:

- Identify threats to personal safety and how to avoid them.
- Describe emergency procedures related to fire safety.

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HE4.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth grade students will compare and contrast how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

Elements:

a. Identify the influence of culture on health practices and behaviors.
Examples:
- Identify the health impact of eating and drinking habits associated with particular social events (i.e., holidays, sporting events)
- Determine the nutritional benefits of foods from other cultures.

b. Describe how the school and community can support personal health practices and behaviors.
Examples:
- Identify ways to prevent the spread of communicable disease in the community (e.g., hygiene, inoculation, quarantine)
- Compare and contrast the nutritional value of food from various places. (e.g., fast food, home prepared, school provided).

c. Describe how technology and the media can influence personal health.
Examples:
- List media influences that most impact student's consumer decisions (e.g., commercials, movies, books, music).
- Predict the outcome if more people watched less TV and engaged in a regular exercise program.

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HE4.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Fourth grade students will identify services that promote healthy living within the school and community.

Elements:

a. Recognize the characteristics of valid health information, products, and services.
Examples:

- Discuss health-related products that are available to promote a healthier individual.
- Analyze the impact of local health services on community health.

b. Summarize the services that school, family, and community provide concerning personal health
Examples:

- Analyze the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness.
- Identify a trusted adult, such as a parent, school nurse, counselor, or teacher, who can provide helpful information about preventing tobacco use.

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HE4.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Fourth grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health enhancing relationships.

Elements:

a. Describe effective negotiation skills to manage or resolve conflict.

Examples:

- Explain the benefits of non-violent conflict resolution strategies to others.
- Describe how to express feelings to prevent conflict from starting or escalating.

b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.

Examples:

- Demonstrate ways to respect personal space and boundaries.
- Identify special qualities in self and others.

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HE4.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.

Elements:

a. Explain a situation that may require a thoughtful health-related decision.
Examples:
- Discuss options of what to do in potentially dangerous situations (e.g., being lost, stranded without a ride home, riding with someone who causes you to feel unsafe).
- Demonstrate everyday decisions that contribute to being a good friend.

b. Determine when help is needed to make a health-related decision.
Examples:
- Determine when a counselor is needed for anger management.
- Discuss options for seeking assistance when are being bullied.

c. Indicate healthy alternatives to health-related issues and problems.
Examples:
- Provide positive alternatives to resolve a conflict.
- Develop a plan to participate in heart-healthy physical activities after school.

d. Describe the possible consequences of each option when making a health-related decision.
Examples:
- Discuss the possible consequences of swimming alone.
- Describe the impact of developing a chronic disease on health and wellbeing.

e. Determine a healthy choice when making a decision.
Examples:
- Create a list of possible consequences if rules are not followed (e.g., running in the hallway, talking loud on the bus, throwing a baseball bat).
- Analyze the reasons for seeking parent permission before engaging in an unsupervised physical activity (e.g., skating, bike riding, jogging).

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HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will develop personal goals for positive health and discuss resources for assisting them with their goals.

Elements:

a. Develop a personal health goal and identify ways to monitor its progress.
Examples:

- Track a personal health goal related to consuming more fruits and vegetables using a chart to track intake.
- Create a personal health goal related to the influence of rest, food choices, exercise, sleep, or recreation on a person's well being and determine how to monitor progress.

b. Discuss resources needed to help achieve a personal health goal.
Examples:

- Discuss the reasons for consulting a parent before taking medication.
- Describe individuals who should be consulted before a student plans a neighborhood clean-up project`.

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HE4.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

Elements:

a. Practice beneficial health behaviors.
Examples:
- Practice first aid for minor injuries.
- Write, sign, and decorate pledge cards to avoid unsafe behaviors (e.g., "I pledge to be alcohol and tobacco free").

b. Demonstrate a healthy behavior to improve personal health and wellness.
Examples:
- Develop and adhere to a healthy sleep routine.
- Demonstrate deep breathing techniques to reduce test anxiety.

c. Demonstrate behaviors to reduce health risks.
Examples:
- Practice goal-setting steps to reduce stress.
- Plan a weekly menu based on the food guide pyramid.

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HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.

Elements:

a. Provide valid health information about a health issue.

Examples:

- Analyze the benefits of being physically active.
- Design a poster listing guidelines used for different weather conditions (e.g. tornado, hurricane, and flood).

b. Help others make positive choices.

Examples:

- Create a poster illustrating ways to handle and prepare foods safely.
- Participate in a group to develop a class presentation on a common health issue impacting children and youth.

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FIFTH GRADE

Students in fifth grade develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.

Elements:

a. Describe the relationship between healthy behaviors and personal health.
Examples:
- Develop strategies and skills used to promote personal hygiene.
- Identify the signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes.

b. Describe ways to prevent common injuries and health problems.
Examples:
- Describe how each person can impact the health and safety of others.
- Design a personal safety plan to reduce unintentional injuries that occur in the home, school, and/or community.

c. Describe when it is important to seek health care.
Examples:
- Discuss why it is important to talk to a parent, counselor or other medical professional when consistently feeling sad, anxious or depressed.
- Demonstrate proper procedures and basic first aid treatment for a choking victim.

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HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fifth grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their personal values, beliefs, and perceived norms as they relate to health behaviors.

Elements:

a. Examine the influence of family and peers on personal health behaviors and decisions.

Examples:

- Identify personal health risk factors based on family history and lifestyle behavior.
- Differentiate between actual and perceived peer pressure.

b. Explain how media/technology influences thoughts, feelings, and health behaviors.

Examples:

- Explore the various "images" portrayed by celebrities and their impact on consumer health behavior.
- Describe how a pedometer or heart rate monitor could influence physical activity levels.

c. Describe how the home, school, and community culture can influence personal health.

Examples:

- Identify places in the community designated as a non-smoking environment and list the positive health influence of this designation.
- Identify/establish and participate in a recycling program (e.g., home, school, community).

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HE5.3: Students will demonstrate the ability to access valid information and products and services to enhance.

Description: Students will access valid health information and health-promoting products and services. Fifth grade students will describe school and community services that promote healthy living.

Elements:

a. Identify characteristics of valid health information, products, and services.
Examples:

- Examine valid hygiene products and services that promote a healthier individual.
- Distinguish between accurate and inaccurate health information regarding proper weight management techniques.

b. Locate resources from home, school, and community that provide valid health information.
Examples:

- Identify community agencies that provide valid information about a chronic health issue.
- Collect information from community personnel/agencies (e.g., religious advisor, friend, SADD/MADD, DARE, ADVANCE) that share information about health choices.

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HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Fifth grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills which can help maintain healthy personal relationships.

Elements:

a. Apply effective verbal and nonverbal communication skills to enhance health.
Examples:
- Demonstrate refusal strategies to avoid an unhealthy choice.
- Demonstrate effective friendship/pro-social communication skills (e.g., making introductions, asking to join in, saying "please" and "thank you", apologize, agree to disagree) to build and maintain relationships.

b. Practice nonviolent strategies to manage or resolve conflicts.
Examples:
- Differentiate between negative (e.g., arguing, fighting) and positive (e.g., compromise, adult help, steer clear, apologize, agree to disagree) behaviors used in conflict situations.
- Develop a class plan to reduce or prevent bullying in the school.

c. Demonstrate how to ask for assistance to enhance personal health and the health of others.
Examples:
- Practice what to say when calling 911 or other emergency numbers.
- Demonstrate how to avoid conflict and when it is necessary for an adult to intervene.

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HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fifth grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.

Elements:

a. Identify health-related situations that might require a thoughtful decision.
Examples:
- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, take cigarettes from a parent).
- Identify individuals, places or situations that may increase a student's vulnerability to negative peer pressure.

b. Analyze when assistance is needed in making a health-related decision.
Examples:
- Analyze your options when being pressured by peers to participate in dangerous activities.
- Discuss the reasons for consulting parents or other trusted adults when having problems at school.

c. List healthy options to a health-related issue or problem.
Examples:
- Identify options for improving the health of one's environment.
- Research the advantages of life-long physical activities to reduce the obesity epidemic.

d. Predict the potential outcomes of each option when making a health-related decision.
Examples:
- Predict the positive outcomes of a regular exercise plan and healthy nutrition.
- List possible hazards around the home and describe the potential dangers of the hazards.

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e. Choose a healthy option when making a decision.

Examples:

- Commit to choosing foods that are healthier options at a fast food restaurant.
- Make a commitment to use the appropriate protective gear during physical activity.

f. Describe the outcomes of a health-related decision.

Examples:

- Describe the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors.
- Discuss the consequences of spending too much time watching television or playing video games.

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HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fifth grade students will set personal health goals, track progress of the goals, and identify resources to assist them in achieving the goals.

Elements:

a. Set a personal health goal and track progress toward its achievement.
Examples:

- Set a personal health goal related to personal hygiene and use a graph to track progress (e.g., deodorant use, washing with soap, hair care, and dental practices).
- Set a goal to walk at least 5,000 steps a day and log steps daily for two weeks to discuss positive results achieved.

b. Identify and utilize resources to assist in achieving a personal health goal.
Examples:

- Identify resources in the community that offer classes or opportunities for participation that may assist with achieving personal health goals.
- Identify different types of health-care personnel that help students to stay healthy and make a list of routine visits.

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HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fifth grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.

Elements:

a. Practice responsible personal health choices.
Examples:
- Keep a log of daily fluid intake to ensure proper hydration.
- Explain how accepting responsibility and making wise choices helps develop a positive self concept.

b. Demonstrate a variety of healthy practices and behaviors to preserve or enhance personal health.
Examples:
- Create and execute a plan to manage academic, extracurricular, and family responsibilities.
- Simulate safety behaviors to be performed before and after a weather-related emergency.

c. Perform a variety of behaviors that prevent or decrease health risks.
Examples:
- Analyze strategies for maintaining and improving personal health.
- Research the pros and cons of certain types of food preparation practices (e.g., fried vs. baked or broiled).

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HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fifth grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.

Elements:

a. Review accurate information and develop an opinion about a health issue.
Examples:
- Research the short and long term consequences of alcohol use.
- Write a report regarding the long-term effects of disordered eating.

b. Illustrate how to assist others to make positive health choices.
Examples:
- Design a bumper sticker encouraging physical activity (e.g., Got Exercise?).
- Create a song encouraging classmates to eat fruits and vegetables.

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SIXTH GRADE

Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

Elements:

a. Compare how healthy behaviors and risk practices impact personal health.
Examples:
- Analyze the relationship between stress and personal health.
- Compare different cultures food preparation practices and their impact on health.

b. Identify the interrelationships of emotional and social health in adolescence.
Examples:
- Identify positive relationships in a student's life.
- Identify how having positive relationships with others can help a student to develop a positive self-concept.

c. Examine how one's surroundings impact health and wellness.
Examples:
- Identify healthy and unhealthy relationships and their effect on health and wellness.
- Examine how environmental dangers impact personal health and wellness.

d. Identify how family culture and beliefs can impact personal health.
Examples:
- Describe family practices and beliefs that benefit personal health.
- Identify the different ways that families cope with stress and how it impacts personal health.

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e. Practice ways to reduce or prevent injuries.

Examples:

- Demonstrate examples of several stretching techniques.
- Demonstrate the equipment and safety steps to use when participating in athletic activities.

f. Identify how health care can promote health.

Examples:

- Describe the benefits of regular dental visits on oral health.
- Give examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.

g. Identify the benefits of practicing healthy behaviors.

Examples:

- Describe the benefits of only using household products for their intended purpose.
- Determine what changes are needed in your daily routines that can improve or maintain your personal health.

h. Describe the consequences of engaging in unhealthy behaviors.

Examples:

- Research and describe the long-term health effects of tobacco use.
- Predict the health consequences of sedentary behavior.

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HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth grade students will compare how the family, peers, culture, and media influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.

Elements:

a. Identify how family practices influence the health of adolescents.
Examples:
- Discuss how often students eat at fast food establishments on a weekly basis.
- Describe a list of family guidelines and rules in the home that enhance health.

b. Identify the influence of culture on health beliefs and practices.
Examples:
- Research health beliefs and practices I different countries and time periods.
- Discuss examples of the differences in the expectations for healthy behaviors from different cultures (e.g., Japan's exercise program for school and work).

c. Explain how peers influence healthy behaviors.
Examples:
- Give a description of an activity other peers are involved in that could increase personal physical activity levels.
- Explain the influence of a helpful bystander's actions in a bullying situation.

d. Identify how the community can affect personal health practices and behaviors.
Examples:
- Identify service activities being offered in the community.
- Give examples of programs offered at local businesses that help improve personal health.

e. Illustrate how media messages influence health behaviors.
Examples:
- Examine print media advertisements for fast food restaurants and interpret hidden messages.

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- Give examples of current media messages and determine how the messages influence alcohol, tobacco, and other drug use.

f. Explain the influence of technology on family health.

Examples:

- List kinds of technology found in the home.
- Describe how common types of technology (e.g., internet, television, and radio) provide sources of health-related disease information for families to reduce their health risks.

g. Identify norms that influence health behaviors.

Examples:

- Identify examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).
- Give examples of group norms that improve the physical, emotional, and social health of an individual.

h. List the influence of personal values on health practices.

Examples:

- Describe a personal value in a home that can impact personal health.
- Identify personal health-related values and explain how they influence personal health choices.

i. Identify how some health choices influence unhealthy behaviors.

Examples:

- Identify the health risks associated with eating an excessive amount of calories.
- Give examples of how alcohol can increase the likelihood of other health risk behaviors.

j. Describe how school policies can influence health promotion.

Examples:

- Research and discuss how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activities.
- Describe the changes in the lunch menu as a result of implementing a School Wellness Policy.

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HE6.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Sixth grade students will identify and access valid health resources and services that promote healthy living within the school and community.

Elements:

a. Determine validity of health information, products, and services.
Examples:
- Research and analyze the validity of a variety of sources for health information.
- Identify local resources for reliable health information.

b. Locate valid information from home, school, and community.
Example:
- Research the benefits of several different healthy eating plans.
- Examine the purpose and responsibilities of the local school wellness council.

c. Determine the accessibility of products that enhance health.
Examples:
- Discuss the various products that enhance health that can be found at a local drug store.
- Create a brochure that describes community agencies promoting physical activity, including local phone numbers and websites.

d. Describe the situations that may require professional health services.
Examples:
- List and discuss the services offered in your local community which influence healthy lifestyles (e.g. importance of yearly check-ups at the dentist, doctor's office, health department, etc.)
- Discuss a variety of available professional health resources.

e. Locate valid and reliable health products and services.
Examples:
- Research and summarize several effective methods to change an unhealthy behavior.
- Create a guide for locating local health care services.

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HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Sixth grade students will use verbal and nonverbal communication skills to develop and maintain healthy personal relationships.

Elements:

a. Recognize effective verbal and nonverbal communication skills to enhance health.

Examples:

- Identify effective verbal communication strategies for making healthy choices.
- Discuss and demonstrate good nonverbal communication skills a person can use when they are upset.

b. Identify refusal and negotiation skills that avoid or reduce health risks.

Examples:

- List peer pressure refusal skills (e.g., better idea, say no).
- Role-play strategies for avoiding conflict.

c. Examine effective conflict management or resolution strategies.

Examples:

- Demonstrate negotiation skills to avoid conflict.
- Role-play ways to handle conflict without name calling or fighting.

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HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth grade students will evaluate if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.

Elements:

a. List some reasons that one may use to make an unhealthy choice.
Examples:
- List reasons one may choose to be sedentary.
- Analyze reasons teens may make the unhealthy choice to use tobacco.

b. Decide whether a health-related situation may require a carefully considered decision-making process.
Example:
- Determine when it is necessary to ask for assistance when making a health choice.
- Analyze how to decide which after school activities to participate in on a regular basis.

c. Distinguish whether decisions should be made by the individual or if help should be sought.
Examples:
- Determine when to seek help if faced with peer pressure from a friend.
- Decide what actions should be taken when an unsafe situation occurs at school.

d. Choose between healthy and unhealthy alternatives to health-related problems.
Examples:
- Role-play healthy ways to express anger and frustration.
- Describe various options when approached by a peer to use alcohol.

e. Study the potential short-term impact of each alternative on self and others.
Examples:
- List the consequences of skipping meals.
- Examine the consequences of tobacco use on personal, family, and community health.

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f. Decide which alternatives are healthy when making a decision.

Examples:

- Identify healthy exercise choices when planning a physical activity program.
- Examine a restaurant menu and decide which choices are healthiest.

g. Predict the outcomes of a health-related decision.

Examples:

- Analyze the benefits of avoiding risky health behaviors.
- Analyze the negative consequences of unhealthy friendships.

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HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.

Elements:

a. Assess personal health practices and decide whether or not they are healthy.
Examples:
- Examine current snacking habits and assess whether they are healthy.
- Explain why specific protective gear is a good choice in certain physical activities.

b. Choose a goal to adopt a personal health practice.
Examples:
- Set goals to allow time for physical activity and quality academic study.
- Make a choice to improve physical and mental fitness.

c. Develop a plan to achieve a personal health practice.
Examples:
- Identify personal behaviors that could lead to injury and create a plan to address them.
- Follow through on a plan to avoid situations that could lead to violence.

d. Explain how personal health goals can vary with changing priorities.
Examples:
- Describe the benefits of participation in extracurricular activities.
- Explain how personal goals may be affected by unsafe practices and injury.

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HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth grade students will practice health-enhancing behaviors that contribute to a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.

Elements:

a. Identify the importance of being responsible for health behaviors.

Examples:

- State how present health behaviors impact one's future health (proper nutritional guidelines, physical activity, dental care, proper medical check-ups).
- Examine your personal fitness assessment and identify the behaviors that need to be maintained or improved according to the results.

b. Demonstrate healthy behaviors that will maintain or improve the health of self and others.

Examples:

- Show behaviors that increase the likelihood of being a non-smoker (e.g., being physically active, utilizing refusal skills).
- Examine personal fitness assessment data and identify the behaviors that need to be maintained or improved.

c. Describe practices to avoid or reduce health risks to self and others.

Examples:

- Discuss practices that reduce the possibility of misusing a prescription or over – the-counter (OTC) medication (e.g., follow directions for appropriate use for condition, dosage, and other medications not to be used in combination with the medication).
- Design a poster highlighting risky behaviors to avoid such as smoking or using illegal drugs.

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HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: The students will demonstrate the ability to advocate for personal, family, and community health. Sixth grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.

Elements:

a. State a health position and support it with accurate information.
Examples:
- Design a sun safety poster after interviewing a health care provider and getting proper techniques to protect the skin from the sun.
- Determine a personal health goal and support it with valid health information.

b. Demonstrate how to support others in positive choices regarding their health.
Examples:
- Practice social skills such as listening, taking turns, using names, and making eye contact while communicating to help others to make healthy lifestyle choices.
- Participate in a role play demonstrating effective bystander strategies to use when bullying takes place.

c. Plan with others to advocate for healthy lifestyles or choices.
Examples:
- Plan with others to make signs promoting safety to place in an elementary school.
- Work in a group to develop a skit utilizing skills to avoid a conflict.

d. Identify the methods in which health messages can be altered to appeal to different age groups.
Examples:
- Analyze the lyrics of a popular song to identify underlying health messages.
- Find a snack advertisement and modify it to target children, teenagers, or adults.

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SEVENTH GRADE

Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

HE7.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.

Elements:

a. Examine how healthy behaviors influence personal health.

Examples:

- Examine how nutritional choices can positively or negatively affect one's immediate and long term health.
- Analyze the results of a personal fitness plan and the importance of exercise in maintaining optimal health and wellness.

b. Summarize the interrelationship of emotional, social, and physical health in adolescence.

Examples:

- Determine how a peer group can affect multiple dimensions of health (e.g., food choices, participation in unhealthy activities).
- Illustrate how family changes (e.g., moving, divorce, death) can impact emotional, social, and physical health of an adolescent.

c. Analyze how the environment can impact personal health.

Examples:

- Identify environmental conditions (e.g., physical, social, community) that are potentially harmful to personal health.
- Analyze the number of fast food outlets in the community and the effects of excessive calorie consumption on personal health.

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d. Cite how family history can impact personal health.

Examples:

- Cite hereditary diseases prevalent among various ethnic groups that can impact personal health and wellness.
- Research your family's medical history to determine hereditary diseases prevalent within your family.

e. Explain ways to reduce or prevent health risks among adolescents.

Examples:

- Determine the health risks associated with body piercing or tattooing.
- Discuss ways to prevent obesity at home and at school.

f. Describe how immediate health care can promote individual health.

Examples:

- Describe the importance of seeking health care when experiencing a health issue.
- Examine a list of local health facilities and health support services in your community.

g. Determine the barriers to practicing healthy behaviors.

Examples:

- Determine the barriers to good nutrition.
- Examine the excuses people use for not exercising.

h. Predict the risk of injury or illness if engaging in unhealthy behaviors.

Examples:

- Give examples of possible dangers associated with the use of alcohol and other drug use.
- Examine the likelihood of health consequences to disordered eating.

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HE7.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh grade students will compare how the family, peers, and culture influence personal and family health. Students will examine how the media influence thoughts, feelings, and health behaviors.

Elements:

a. Describe how family values and behaviors influence the health of adolescents.
Examples:
- Describe the importance of exercise for your family and provide examples of ways your family is physically active.
- Give examples of ways in which families communicate about health issues and concerns.

b. Discuss the influence of culture on health behaviors.
Examples:
- Discuss how peer interaction is influenced by the current culture.
- Identify how culture conveys accurate and inaccurate messages about appearance and body image.

c. Describe how peers influence unhealthy behaviors.
Examples:
- Describe techniques used to influence peers to participate in unhealthy behaviors (i.e., smoking).
- Give examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.

d. Identify how the school can affect personal health practices and behaviors.
Examples:
- Identify the types of healthy food and drink choices that could be included in a school vending machine.
- Describe how teachers, school counselors, nurses, and administrators help students report problems or obtain assistance when faced with unsafe situations.

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e. Examine how information from the media influences health behaviors.
Examples:
- Describe how the media sends mixed messages about nutrition.
- Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents.

f. Interpret the influence of technology on personal health.
Examples:
- Identify how technology can be used to improve personal health.
- Interpret how new forms of technology can help people monitor individual health (e.g., diabetes monitors, heart monitors, fitness assessment tool).

g. Indicate how the perceptions of norms influence healthy and unhealthy behaviors.
Examples:
- Indicate how personal eating habits are influenced by societal norms.
- Identify how perceptions of norms can negatively or positively influence behaviors (e.g., not all students smoke).

h. Describe the influence of personal beliefs on health practices and behaviors.
Examples:
- Identify how an individual's personal beliefs are expressed through personal health decisions.
- Describe how personal beliefs influence an individual's treatment of peers.

i. Discuss how some risky choices can influence the likelihood of unhealthy behaviors.
Examples:
- Discuss how using tobacco can increase the risk of using other drugs.
- Give examples of how peers can pressure students to consume alcohol.

j. Identify how public health policies can influence disease prevention.
Examples:
- Identify the immunization policy for children entering school.
- Cite examples of public health policies and how they help keep communities healthy (e.g., policies on water/air quality, tobacco-related policies).

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HE7.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Seventh grade students will differentiate services that promote healthy living within the school and community from unreliable sources of health services.

Elements:

a. Examine the validity of health information, products, and services.
Examples:
- Distinguish between facts and myths concerning teenage abuse of marijuana.
- Examine commonly held beliefs concerning the AIDS virus and its transmission, and distinguish between fact and fallacy.

b. Access valid health information from home, school, and community.
Examples:
- Analyze places where youths and families can be physically active.
- Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use.

c. Determine the accessibility of products that enhance health.
Examples:
- Discuss the importance of consulting a parent before purchasing a product to enhance health.
- Identify websites that offer valid health information on teen depression.

d. Describes situations that may require professional health services.
Examples:
- List resources that you should consult if you have a family member who is abusing alcohol.
- Identify who to turn to for help if your friend has talked about committing suicide.

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e. Locate valid health information from school and community.

Examples:

- Discuss the role of the school counselor, school psychologist, school clinic/nurse, and local service within the community in helping students with mental health issues.
- Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.

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HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.

Elements:

a. Apply effective verbal and nonverbal communication skills to enhance health.
Examples:
- Discuss ways to be respectful of people from different backgrounds, religions, and cultures.
- Demonstrate how to politely refuse unhealthy snacks.

b. Model refusal and negotiation skills that avoid or reduce health risks.
Examples:
- Participate in a role play to show how to deal in a non-violent manner with bullying.
- Demonstrate how you would say "no" to a friend who offers you alcohol.

c. Demonstrate effective conflict management or resolution strategies.
Examples:
- Participate in a role play to demonstrate how to deal with an argument between two friends.
- Demonstrate how to ask someone effectively and respectfully not to smoke.

d. Demonstrate how to ask for assistance to enhance the health of self and others.
Examples:
- Model how to ask for help when being cyberbullied.
- Demonstrate, through role-play, how you would report a student suspected of carrying a weapon to school.

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HE7.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh grade students will list the steps of the decision-making process which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and rationalize their choices to their peers.

Elements:

a. Describe situations that can help or hinder making a healthy decision.
Examples:
- List factors that contribute to teens choosing to use illegal drugs.
- Summarize the factors involved in teens choosing to use fad diets to manage weight.

b. Examine whether a health-related situation requires the application of a thoughtful decision-making process.
Examples:
- Demonstrate the ability to assess one's personal strengths, needs, and health risks before making a health choice.
- Identify resources for students living in an at-risk environment.

c. Determine when individual or collaborative decision making is appropriate.
Examples:
- Decide whom to contact for support when confronted with peer pressure for engaging in unhealthy behaviors.
- Determine who to turn to for assistance when a friend tells you she has been hurting herself.

d. Differentiate between healthy and unhealthy alternatives to health-related issues or problems.
Examples:
- Describe the correlation between self esteem and alcohol and drug use.
- Evaluate the short-term and long-term consequences of physical inactivity on chronic health condition.

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e. Relate the potential short-term impact of each alternative on self and others.
Examples:

- List the effects of consuming energy drinks.
- Analyze the short-term and long-term consequences of tobacco use on athletic performance.

f. Select healthy alternatives over unhealthy alternatives when making a decision.
Examples:

- Choose ways to limit sun exposure when engaging in outdoor activities.
- Evaluate a week's diet plan using the food guide pyramid and determine if the caloric intake is appropriate for your age, weight, and activity level.

g. Examine the outcomes of a health-related decision.
Examples:

- Explain the benefits of proper hydration during physical activity.
- Analyze the benefits of healthy relationships on multiple dimensions of health.

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HE7.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

Elements:

a. Examine the effectiveness of personal health practices.
Examples:
- Examine the effectiveness of your current communication practices.
- Summarize the importance of wearing protective gear in high-impact activities.

b. Select a goal to improve a personal health practice.
Examples:
- Identify negative stressors and create a plan to reduce the factors that trigger them.
- Design a plan for better time management.

c. Demonstrate the skills necessary to achieve a personal health goal.
Examples:
- Exhibit personal behaviors that promote emotional health.
- Make and follow a plan for healthy weight management.

d. Relate how personal health goals can vary with differing abilities and priorities.
Examples:
- Identify the processes by which one chooses safer behaviors based on abilities and current life priorities.
- Examine how sleep deprivation can affect your personal goals.

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HE7.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh grade students will identify how diseases and injuries can be prevented by reducing harmful and at risk behaviors. Students will demonstrate how to reduce harmful and at risk behaviors to enhance their health.

Elements:

a. Describe the importance of assuming responsibility for personal health behaviors.

Examples:

- Identify the qualities needed to work cooperatively with others and accept individual differences.
- Analyze the possible causes of conflict among youth in schools and communities and demonstrates strategies to manage conflict in healthy ways.

b. Give personal examples of healthy behaviors that will maintain or improve the health of self and others.

Examples:

- Describe factors that influence the selection of friends and determine which factors are positive for keeping friends.
- Role-play examples of assertive, passive, and aggressive communication, and identify the most effective mode of communication.

c. Demonstrate behaviors to avoid or reduce health risks to self and others.

Examples:

- Practice healthy behaviors such as good nutrition, regular exercise, and proper rest by keeping a log for regular analysis.
- Practice using role-play and predicting possible good and bad consequences based on decisions made in peer pressure situations.

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HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Seventh grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.

Elements:

a. Select a health-enhancing position and support it with accurate information.
Examples:
- Bring in a current event supporting a chosen health enhancing position/policy.
- Research the association of obesity and lack of physical activity and write a letter to the school board sharing the information to protect daily physical and health education.

b. Demonstrate how to influence and support others to make positive health choices.
Examples:
- Create an advertising campaign to promote an after school intramural program.
- Survey classmates about their knowledge of the risks of smokeless tobacco use and share information about the findings.

c. Work with others to advocate for healthy individuals and families.
Examples:
- Interview various people, identifying the different successful ways that they handle stress, and share findings with the class.
- Become a mentor for a new student at the school.

d. Examine the ways that health messages can be altered to reach different audiences.
Examples:
- Create a poster for the cafeteria encouraging students to make healthy eating choices.
- Identify in different advertisements which advertising appeals are being used in each ad (e.g., bandwagon appeal, brand loyalty appeal, sex appeal) and explain how the appeal used could be altered to target a different audience.

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EIGHTH GRADE

Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. These students will engage in promoting health in their community.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Eighth grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings.

Elements:

a. Analyze the relationship between healthy behaviors and personal health.
Examples:
- Identify how low self esteem affects multiple dimensions of health.
- Analyze the relationship of engaging in regular physical activity and healthy eating to enhance personal health.

b. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
Examples:
- Determine how societal influences can affect physical health (i.e., food choices, participation in unhealthy activities, etc.) and describe their impact on emotional and social health.
- Describe the health-related consequences that participation in risky health behaviors can have on the emotional, physical, and social health of adolescents.

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c. Analyze how the environment affects personal health.

Examples:

- Investigate the effects stress has on personal health by researching different high stress-related occupations (e.g., ambulance drivers, high-rise construction workers).
- Analyze the environmental health conditions of diverse countries and how these conditions can impact personal health.

d. Describe how family history can affect personal health.

Examples:

- Describe how family dietary behaviors can impact health and quality of life.
- Analyze your family history and determine which health conditions have a genetic predisposition.

e. Describe ways to reduce or prevent injuries and other adolescent health problems.

Examples:

- Describe ways to reduce asthma-related symptoms.
- Collect information on injuries that are prevalent in adolescents and list ways they could be avoided.

f. Explain how appropriate health care can promote personal health.

Examples:

- Investigate programs offered at hospitals/clinics that help promote personal health.
- Discuss the importance of consulting with a parent before seeking medical help.

g. Describe the benefits of and barriers to practicing healthy behaviors.

Examples:

- Create a plan for eliminating potential barriers to exercise.
- Prepare a presentation showing health behaviors that reduce the risk of cardiovascular disease and identify barriers for practicing these behaviors.

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h. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
Examples:

- Illustrate the correlation between alcohol use and poor academic achievement.
- Examine the potential health risks related to one or more of the following behaviors (physical inactivity, tobacco use, violence.).

i. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Examples:

- Examine the physical, social, and emotional effects illegal drug use has on an adolescent.
- Discuss why body piercing, tattooing, and IV drug use can increase one's risk of bacterial infections and lifelong diseases.

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HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth grade students will focus on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will draw conclusions on how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.

Elements:

a. Examine how the family influences the health of adolescents.
Examples:
- Log the meals your family eats for one week and examine the contents of the meals for nutritional value.
- Interpret family influences on health through guidelines given to the adolescent regarding social activities (e.g., parties, tobacco use, peer pressure, etc.).

b. Describe the influence of culture on health beliefs, practices, and behaviors.
Examples:
- Describe how the community determines the sale of alcohol (e.g., when it can be sold, how many stores can be built).
- Give examples of family members' roles and family structures in different cultures and how this could influence health beliefs, practices, and behaviors.

c. Describe how peers influence healthy and unhealthy behaviors.
Examples:
- Describe how peers influence your consumer choices.
- Dramatize the different ways peers can respond in a bullying situation.

d. Analyze how the school and community can affect personal health practices and behaviors.
Examples:
- Analyze the requirements for students to participate in physical education classes and the effects on student health.
- Examine ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.

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e. Analyze how messages from media influence health behaviors.

Examples:

- Interpret underlying messages used in health-related advertisements.
- Analyze the approaches used to convey messages through media to influence eating behaviors and food selections of adolescents.

f. Analyze the influence of technology on personal and family health.

Examples:

- Determine how new types of technological equipment can contribute to the early detection of diseases.
- Analyze how technology (e.g., social networking, texting, instant messaging) influences communication in relationships.

g. Explain how the perceptions of norms influence healthy and unhealthy behaviors.

Examples:

- Give examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors (e.g., teenagers consuming alcohol because they think it is expected).
- Explain how peers' perception of dating can influence healthy and unhealthy behaviors.

h. Explain the influence of personal values and beliefs on individual health practices and behaviors.

Examples:

- Explain how beliefs regarding alcohol consumption can influence interactions with your peers.
- Demonstrate how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying, tobacco use, alcohol or other drug use).

i. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Examples:

- Describe how alcohol use can lead to poor decision-making.
- Show how a peer group can have a negative influence on behaviors.

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j. Explain how school and public health policies can influence health promotion and disease prevention.

Examples:

- Identify the healthy beverage choices that students make as a result of implementing a school wellness policy.
- Explain how the school lunch menu benefits a healthy lifestyle.

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HE8.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: Students will access valid health information and health-promoting products and services. Eighth grade students will analyze the validity of health information, health promoting products, and services to prevent and detect health problems.

Elements:

a. Analyze the validity of health information, products, and services.

Examples:

- List and discuss home gym equipment in terms of reliability, effectiveness, and cost, in helping an individual start a physical activity program.
- Create an exercise and meal plan for an overweight person using health information, products, and services found on websites.

b. Access valid health information from home, school, and community

Examples:

- Analyze conflict resolution material that can be accessed from school (counselor's office).
- Compare and contrast websites which promote exercise programs.

c. Determine the accessibility of products that enhance health.

Examples:

- Locate restaurants with healthier food options within your community.
- Identify products which help in disease prevention and where to locate these products.

d. Describe situations that may require professional health services.

Examples:

- Examine the risks associated with tobacco/drug use and list professional health services which deal with these issues.
- Predict the possible outcomes of participating in unhealthy behaviors and compile a list of health services which relate to the outcome.

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e. Locate valid and reliable health products and services.

Examples:

- Discuss how to differentiate between a reliable product and/or service and quackery (e.g., performance enhancement drugs).
- Invite a knowledgeable health expert to make a presentation concerning the unreliable products and services students are exposed to in the media.

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HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: Students will use effective communication skills to enhance personal, family, and community health. Eighth grade students will demonstrate verbal and nonverbal skills in the appropriate manner to maintain healthy relationships. Students will distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Elements:

a. Apply effective verbal and nonverbal communication skills to enhance health.
Examples:
- Practice effective alcohol/drug refusal skills.
- Develop strategies using verbal and nonverbal communication in dealing with peer pressure situations.

b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.
Examples:
- Demonstrate refusal skills which could be used when presented with drug use.
- Reconstruct bullying situations and demonstrate negotiation skills which would help resolve the conflict.

c. Demonstrate effective conflict management or resolution strategies.
Examples:
- Analyze media clips of effective and non-effective conflict resolutions as portrayed by the media.
- Demonstrate effective negotiation and refusal skills to avoid unhealthy behaviors.

d. Demonstrate how to ask for assistance to enhance the health of self and others.
Examples:
- Role-play how the student being bullied should ask for assistance from school personnel.
- Demonstrate ways to ask for help with mental and emotional health problems.

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HE8.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.

Elements:

a. Identify health-related situations that might require a thoughtful decision.
Examples:
- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, a choice to sneak cigarettes from a parent).
- Explain how to choose appropriate internet websites.

b. Analyze when assistance is needed in making a health-related decision.
Examples:
- Analyze your options when being pressured by peers to commit illegal acts.
- Recognize the importance of consulting with a parent before making a consumer health purchase.

c. List healthy options to a health-related issue or problem.
Examples:
- Identify options for improving the health of one's environment.
- List alternative suggestions for life-long physical activities for individuals with a physical disability.

d. Predict the potential outcomes of each option when making a health-related decision.
Examples:
- Predict the outcomes of a good time management plan on health and wellness.
- Make a list of possible hazards around the community and describe the potential dangers of the hazards.

e. Choose a healthy option when making a decision.
Examples:
- Determine which foods would be a healthy choice from a favorite restaurant menu.
- Make a commitment to wear a seat belt when riding in a car.

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f. Describe the outcomes of a health-related decision.

Examples:

- Describe the consequences of using positive peer pressure to avoid using drugs.
- Describe strategies to help you make better grades in school (e.g., less time watching television, plenty of sleep, good nutrition).

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HE8.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will utilize critical skills to achieve both short-term and long-term health goals and continue to aspire to maintain these goals in the future. Students should be prepared to modify goals when faced with changing abilities, priorities, and responsibilities.

Elements:

a. Compile and assess personal health practices.
Examples:
- Identify and avoid dangers to one's safety in the home, community, and school.
- Compile health information and assess its impact on your health.

b. Develop a goal to adopt, maintain, or improve a personal health practice.
Examples:
- Discuss the importance of having regular physical examinations.
- Learn standard First Aid skills that could assist with sudden illness or injuries.

c. Outline the strategies and skills necessary to attain a personal health goal.
Examples:
- Create a list of ways to resist peer pressure to be disrespectful of others.
- Analyze the sequence of events that may lead to violent actions and list ways that personal behaviors may be monitored to help one avoid violence.

d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
Examples:
- Demonstrate the ability to set goals to prevent and manage unhealthy relationships.
- Describe how personal stressors may require an individual to modify personal health goals.

e. Explain how early sexual behavior can affect achieving long-term health goals.
Examples:
- Discuss the importance for setting personal boundaries and limits related to sexual behavior.
- Explain the importance for making a personal commitment to remain sexually abstinent.

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HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth grade students will summarize strategies that improve healthy behaviors and will assist students in developing positive healthy lifestyles to achieve wellness for a lifetime.

Elements:

a. Examine the relationship between assuming responsibility for personal health and avoiding risky behaviors.

Examples:

- Explain how personal choices can influence one's health (e.g., active lifestyle vs. sedentary, good nutritional choices vs. poor diet).
- Analyze the relationship between a positive self-image and using self-control and assertive behaviors.

b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Examples:

- Define the role of a peer leader and practice peer leadership. (e.g., anti-smoking campaign).
- Practice basic techniques for helping friends start an active lifestyle (e.g., finding an activity you enjoy, keeping an activity log).

c. Examine the behaviors to avoid or reduce health risks to self and others.

Examples:

- Identify the symptoms of alcoholism and recognize that alcoholism is one of the most common forms of chemical dependency.
- Develop a personal plan for avoiding the risks of cancers (consume a low-fat, high fiber diet, reduce exposure to pollutants, and limit exposure to x-rays and sun).

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HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Eighth grade students will develop important advocacy skills to create persuasive health enhancing messages to encourage others to adopt healthy behaviors.

Elements:

a. Debate a health issue and support all sides with accurate information.
Examples:
- Research the causes and methods to prevent sexually transmitted infections (STIs) and create a public service announcement.
- Develop a slide show listing the factual information, history, effects, and legal issues concerning marijuana.

b. Apply strategies that will influence and support others to make positive health choices.
Examples:
- Work as a class to keep an activity journal for a week to identify group norms for healthy physical activity.
- Write a letter to the school cafeteria manager suggesting healthy snack alternatives.

c. Work cooperatively to advocate for healthy individuals, families, and schools.
Examples:
- Work with a group and plan a skit with someone taking the part of a bully, a victim, and a bystander, and explain how each person felt in each situation.
- Role-play a court case about underage drinking.

d. Identify ways in which health messages and communication techniques can be altered for different audiences.
Examples:
- Choose a public service announcement about a tobacco message and identify how it could be altered to reach a younger audience.
- Research and post in the classroom a list of crisis hot lines and support groups for children of abuse.

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IV. Georgia Performance Standards for 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

PEK.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 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

PEK.5: 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.

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f. Applies concepts of chasing, fleeing, and dodging.

Examples:

- Students demonstrate body control while moving through large groups of students.
- 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.

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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.

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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).

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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Tab 7: Planned Materials for Purchase/ Obtain

<table>
<tr><td>Reading/English Language Arts
Ready Common Core Reading Instructional Program
i-Ready K-12 Diagnostic & K-8 Instruction (Reading)
Fountas and Pinnell Leveled Readers Library (Fiction Focus)
Fountas and Pinnell Leveled Readers Library (Content Areas)</td><td><h1>The Spence Institute of Leadership and Learning Planned Materials to Purchase/Obtain</h1></td></tr>
<tr><td>Math
Ready Common Core Reading Instructional Program
i-Ready K-12 Diagnostic & K-8 Instruction (Math)
University of Georgia’s School Garden Lessons</td><td>Science
GADOE Science Frameworks
Engineering is Elementary Curriculum
Maryland State STEM Standards of Practice Frameworks for Grades K-5
University of Georgia’s School Garden Lessons</td></tr>
<tr><td>Social Studies
GADOE Social Studies Frameworks
Readers’ Theater Kits Grades 1-5</td><td>*Visual Arts (Painting, Drawing, and Craft & Design)
Georgia Performance Standard for Visual Arts</td></tr>
<tr><td>*Foreign Languages (Spanish & French)
Georgia Performance Standards for Modern Languages
American Council on the Teaching of Foreign Languages Standards</td><td>*Performing Arts (Music, Dance, Theater Arts, Public Speaking)
Georgia Performance Standards for Fine Arts
Georgia Performance Standards for Speaking, Listening and Viewing
Toastmaster International Youth Program Resources
The Art of Public Speaking (Lucas, 2009)</td></tr>
<tr><td>Health & Physical Education
Georgia Performance Standards for Health and Physical Education</td><td>Community Meetings K-5 & Advisory 6-8
Thinking Maps
101 Ways to Teach Children Social Skills (Sharpiro, 2004)
College & Career Readiness Checklist</td></tr>
</table>

Gifted and Talented • *Strategies for Developing Higher Order Thinking Skills*	**EIP K-5/ REP 6-8** • *Focused Reading Intervention Kits K-8* • *Focused Math Intervention Kits K-8*

*Teachers hired in these departments will be consulted regarding purchasing or obtaining additional resources.

Tab 7: ELL Program Materials Description

English Learning System for Daily Instruction	English Learning Enrichment for Afterschool & Summer Programs
Pearson Language Central Grades K-10	My ABC Storybook Grades K-2
Write to Learn Grades 4-12	Our Discovery Island Grades 1-6
	In Sync Grades 6-8



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PEARSON LANGUAGE CENTRAL K-5 (ELD) 2013

Program Home

Program Components

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Newcomer K-2
Newcomer 3-5

Correlations
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Features and Benefits
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Keep up-to-date with everything educational.

Pearson Language Central K-5 (ELD) 2013



Features and Benefits

Advance English Language Learners to English language proficiency and AYP gains through *Language Central*'s

- 30 minutes of daily systematic English language development (ELD) instruction
- Daily progress monitoring and leveled support that scaffolds teachers as much as students
- Development of concepts while building language so learning is done in context

Advance English Language Learners to English proficiency and AYP gains through *Language Central*'s 30 minutes of daily systematic English Language Development (ELD) instruction.

All identified English-language learners (ELLs) take the same high-stakes tests as native speakers, but are reported as a subgroup for Adequate Yearly Progress (AYP) reporting. They are expected to make one level of proficiency growth a year (Annual Measurable Achievement Objectives or (AMAOs)). However, many programs lack the focus on language development, and ELLs get stuck at levels 3 and 4 of language proficiency (see more on those levels on page X). *Language Central*'s focus on ELD strives to advance ELLs with focused attention on language proficiency so they can be reclassified and move out of ELL status.

Ensure students become proficient with daily progress monitoring and leveled support that scaffolds teachers as much as students.

Since teachers do not always know what they need to look for when working with English-language learners (ELLs), *Language Central* supports them by identifying benchmarks through daily language objectives, student expectations, sentence frames, If/Then statements, and Wrap Up checks. This built-it professional development helps all teachers, even those without English Language Development (ELD) training, feel comfortable working with ELLs.

Build and reinforce concepts while building language so learning is done in context.

Language Central organizes instruction around unit and weekly concepts to create a familiar structure for student learning. Concepts and vocabulary are frontloaded by activating prior knowledge while building background. Students will make connections between learning and real life experiences, while being encouraged to take risks in English in a safe learning environment.

Grant Wiggins's Understanding by Design (UbD) is integrated throughout the program with Big Questions and backward design. UbD is the centerpiece of *Language Central*'s content equity. These self-leveling questions invite all children in the learning community to the table of social cognition. Once this affective filter is lowered for children, they become motivated to participate and contribute their personal experiences and ideas. THAT is culturally responsive instruction!

Program Facts

Support

Customer Service

Grants and Funding

School Improvement
Title I
Title III
Striving Readers
Race to the Top
21st Century

State Pages

Go

Correlations

Go

Badges



Browse Instructional Resources

PRODUCTS & SERVICES

Reading/Language Arts
Mathematics
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Social Studies
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Career & Technical Education
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Training & Support
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WHAT WE DO

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RTI
Next Generation Science Standards
Understanding by Design® Framework
Grants & Funding

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PEARSON LANGUAGE CENTRAL



Grade 6



Grade 7



Grade 8



Grade 9



Grade 10

PEARSON LANGUAGE CENTRAL

Program Overview

ELD ELL



Grades 6–10

PEARSON

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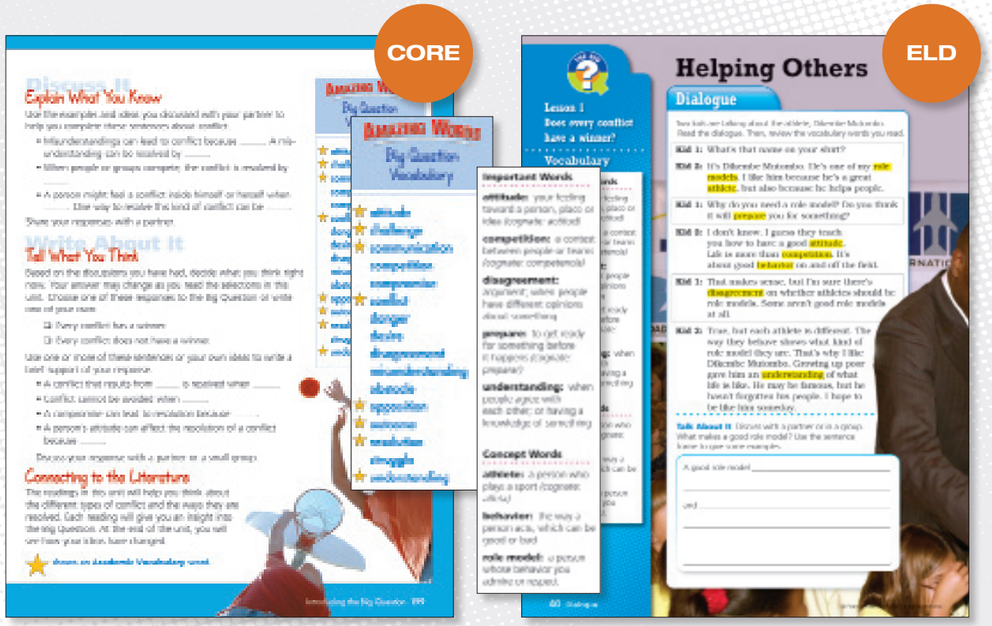
aligned

Why connect English language development (ELD) to the core curriculum?

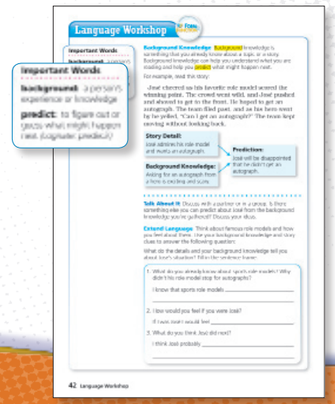
Pearson Language Central is an English language development program that aligns directly with *Prentice Hall Literature.* The strong alignment means that English language learners (ELLs) can more easily participate in core lessons because they are better prepared for instruction on concepts and skills.



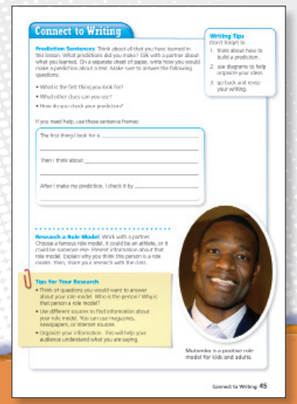
Concept Alignment
The same unit concept reduces complication and allows ELLs to transfer knowledge to core lessons.



Vocabulary Alignment
Pearson Language Central reinforces concept words taught in core lessons.



Academic Vocabulary Alignment
Both core and ELD programs build academic vocabulary—the words of learning and thinking.



Writing Alignment
ELLs write sentences, make outlines, and write paragraphs to support writing in core lessons.

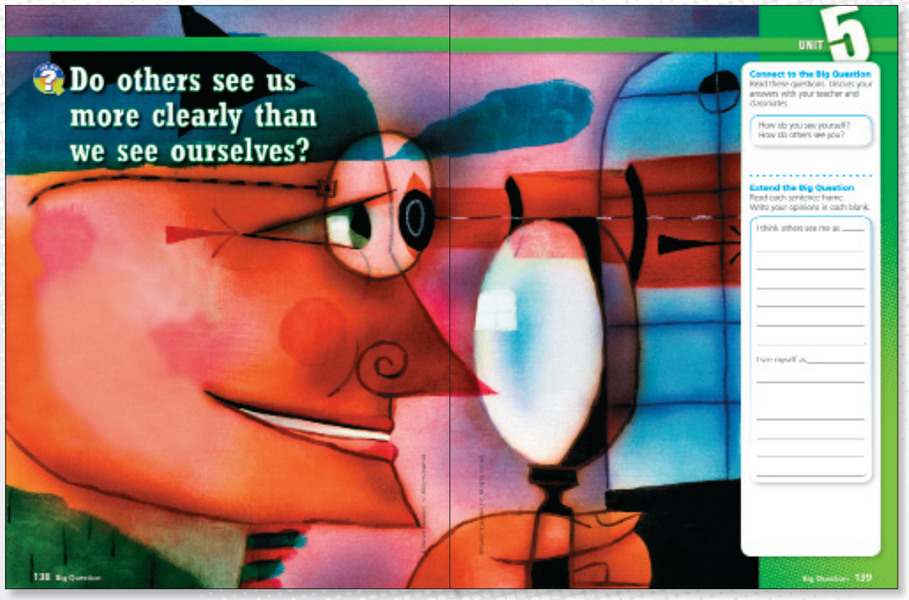
comprehensive

What do I look for when selecting an ELD program?

Skill and concept alignment are key. You also want additional instruction and everything useful for teaching English. *Pearson Language Central* provides richness and sophistication in an ultra-simple format.

High-Interest, Preteen and Teen Topics!

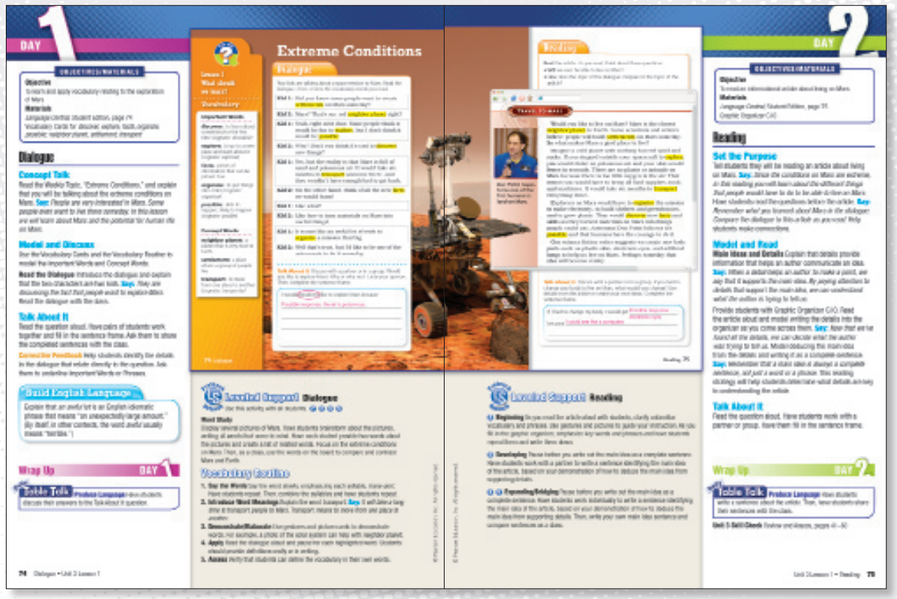
- Bullies and Cyberbullies
- Sibling Rivalry
- Celebrities
- Crime Scene Investigation
- Athletes as Role Models
- Dress Codes
- Travel to Mars
- Graffiti Debate
- Rumors and Gossip
- And more



Full-Color ELD Student Edition

Transform ELD instruction with this highly organized, visual, and compelling Student Edition.

- Aligned vocabulary
- New nonfiction passages
- Aligned language, comprehension, grammar, and writing skills



Specialized Teacher's Edition

An ELD Teacher's Edition should be like the one in your core program, only tailored to English learners.

- Explicit instruction
- Consistent with core lessons
- Modeling techniques
- Daily Table Talk to produce language
- Corrective feedback
- Reduced Student Edition pages



Newcomer Program

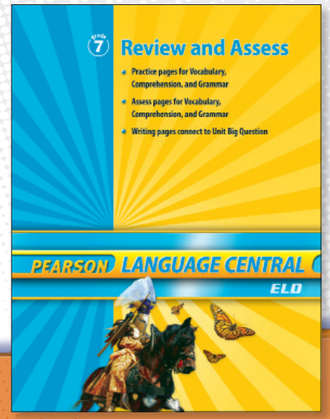
- Content to meet the needs of students with limited English language skills
- Lessons on survival language and vocabulary

Plus!

Vocabulary Cards (Grades 6–8)

Graphic Organizers

Audio CD



Review and Assess

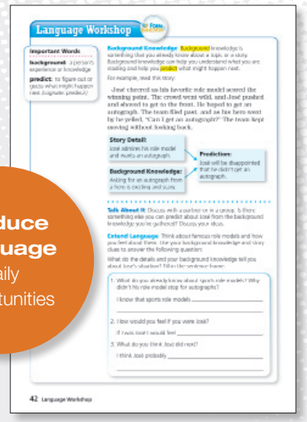
ELLs need extra everything to succeed in the core classroom. Here's essential review and practice.

- Practice pages for vocabulary and comprehension skills
- Pages to assess each core skill
- Writing to connect to unit concept
- Definitions of key vocabulary

flexible

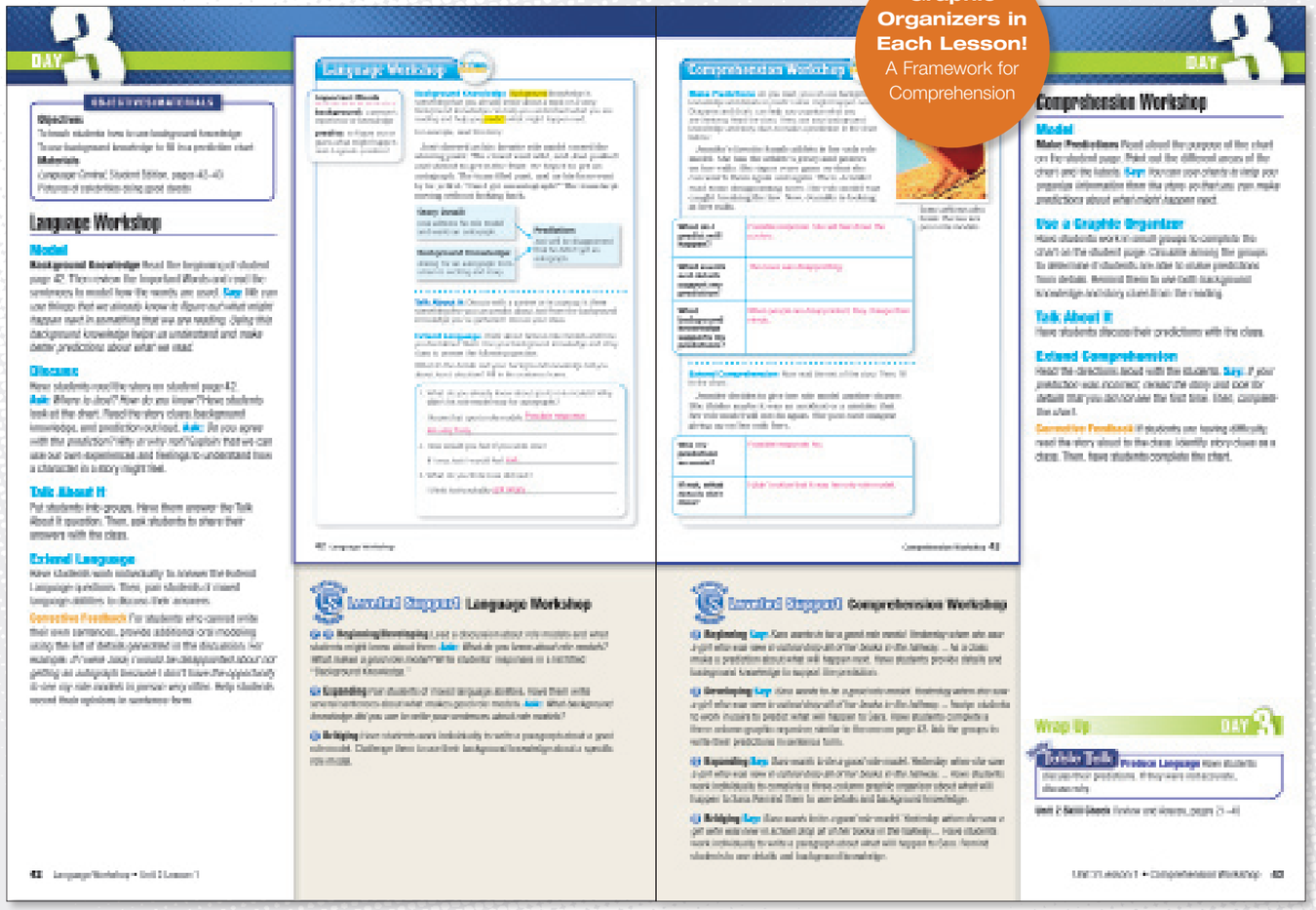
Does it support all language proficiency levels? What about time?

Pearson Language Central works perfectly with *Prentice Hall Literature* and is streamlined and flexible.
The daily lesson plan fits on just a single page. Daily leveled instruction supports all language proficiency levels.

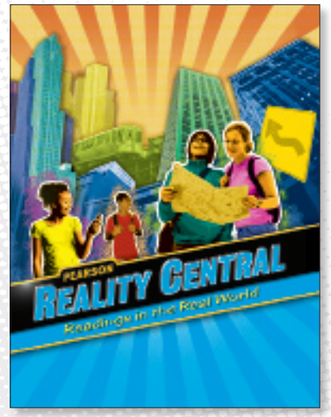


Produce Language Daily Opportunities

Scaffolding Instruction
Scaffolding engages English learners, chunks learning into doable steps, and emphasizes modeling and transfer.



Graphic Organizers in Each Lesson! A Framework for Comprehension



Reality Central
Looking for more nonfiction reading? Pearson *Reality Central* aligns with both *Prentice Hall Literature* and *Pearson Language Central.*

Extension Activities and Corrective Feedback
Remove scaffolds and extend learning as students progress, or provide more scaffolding if needed.

Leveled Language Support
Differentiate instruction based on students' language proficiency levels. Scripts and models guide you.

WriteToLearn

Growing Literacy for Every Student

How It Works

Increase Writing Practice with Automated Scoring

WriteToLearn helps students practice their essay and summary writing skills and expand their vocabulary. This innovative web-based program instantly assesses student work by evaluating the meaning of text, not just grammar and spelling. As students participate in assigned activities, they receive personalized feedback, hints, and tips to encourage, instruct, and reward their progress.

WriteToLearn Technology

Developed through decades of research by leading language and cognitive scientists, Pearson's automated scoring engines provide consistent, accurate, and timely feedback on automated tests. The technology underlying WriteToLearn is based on the Knowledge Analysis Technologies (KAT) engine, including Pearson's unique implementation of Latent Semantic Analysis (LSA), an approach that is trained to measure the semantic similarity of words and passages by analyzing large bodies of relevant text. LSA can then closely approximate the degree of similarity of meaning between two texts as judged by human readers.

WriteToLearn Research and Development

Pearson has nearly 20 years of experience in automated scoring, having invented many of the leading technologies that exist today for text, speech, and math scoring. We have patented applications of cognitive science, computational linguistics, and speech processing technology. Here's a brief history of how the technology behind WriteToLearn was developed:

- Based on over 15 years of research and evaluation at the University of Colorado and New Mexico State University
- Five years as part of an IERI research and effectiveness trial project at the University of Colorado
- Twelve years of research, software development, and testing in Pearson's Assessment group
- Developed with the Colorado Literacy Tutor Project and field-tested in schools across Colorado
- Funded by the U.S. Institute of Education and the National Science Foundation
- Aligned to the Common Core State Standards for English language arts and literacy in history, social studies, science, and technical subjects

Resources

WriteToLearn Comprehensive Program Guide
The Research Behind WriteToLearn
Professional Development
WriteToLearn Common Core State Standards Report
Efficacy Report
Evidence for Reliability, Validity and Learning Effectiveness
Writing Next recommendations and WriteToLearn
Reading Next recommendations and WriteToLearn
General Overview of WriteToLearn™ and Its Components

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WriteToLearn.

Growing Literacy for Every Student

English Language Learners



English Language Learners Strategies

Today's students must have strong reading comprehension and writing skills. For English language learners (ELLs), meeting these critical goals presents twice the challenge because they are faced with also learning to read and write a new language.

WriteToLearn provides English language learners (ELLs) the opportunity to focus on fundamental writing skills, while improving reading comprehension and expanding their academic vocabulary--key components that align to the College and Career Readiness Standards and promote acceleration from ELL classification.

Built-in Language Tools and ELL Content

WriteToLearn's language support tools and instructional features help to promote language proficiency:

- ELL-specific essay prompts
- Translated instructions and feedback available in both Spanish and simplified Chinese
- Text-to-speech in English and Spanish
- A 4-trait ELL rubric focused on fundamentals of writing
- Guided essay tips and summary hints that help scaffold writing process
- Select essay prompts specifically designed for ELLs

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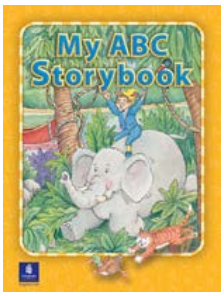
Customer Service ›

MY ABC STORYBOOK

Program Home

Program Components

My ABC Storybook



My ABC Storybook is a unique stand-alone program that complements other elementary English programs. Each alphabet letter is accompanied by a two-page color illustration of the story, with three vocabulary words embedded in the scene and called out in a side panel for easy teaching.

Program Facts

Support

Customer Service

State Pages

Go

Correlations

Go

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Online Samples ›

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Purchase Products ›

Customer Service ›

OUR DISCOVERY ISLAND 2013

Program Home

Program Components

Level One

Level Two

Level Three

Level Four

Level Five

Level Six

Correlations

Authors

Our Discovery Island 2013



Our Discovery Island makes learning English a memorable, exciting experience by harnessing the fun and excitement of a fantasy online world with sound ELT methodology. Every level of the course presents students with a quest which leads them on an exciting journey on a weird and wonderful island.

The online world of Our Discovery Island recreates a digital environment today's kids are naturally drawn to, guiding them in their English learning through a real desire to play, explore, create, and interact. And the more they 'play', the more they 'stay'.

Whole learner: Adventures on themed islands develop cognitive, emotional, and social skills.

Authenticity: Kids feel really comfortable and happy playing and practicing in the online world.

Repetition: Songs, chants, and games reinforce essential vocabulary and grammar practice.

Motivation: Stories, characters and activities engage learners.

Our Discovery Island – where learning is an adventure!

Program Facts

Support

Customer Service

Grants and Funding

Title I

Title III

21st Century

State Pages

Go

Correlations

Go

Badges

P21

The Spence Institute of Leadership and Learning 2016 Charter Petition

Perfect for Intervention, After School, and Summer School Programs!

In Sync

NEW

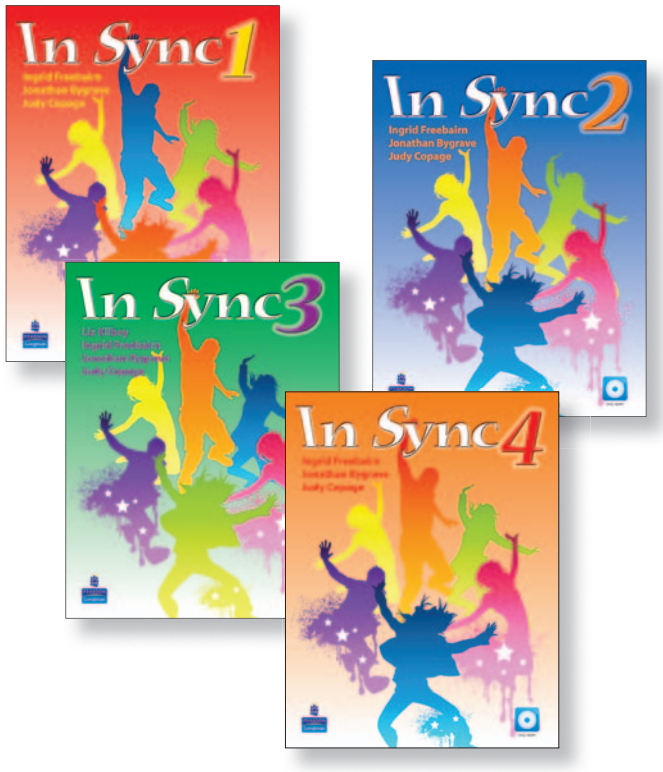
Ingrid Freebairn, Jonathan Bygrave, and Judy Copage

Grades 6–8

In Sync is an exciting, innovative, easy-to-use four-level course that reflects the lives and experiences of teenagers. Taking a multi-strand approach, ***In Sync*** stimulates learning and broadens students' horizons through intellectually and emotionally engaging lessons.

In Sync		Price
Classroom Package, Level 1	978-0-13-262657-6	$ 950.00
Classroom Package, Level 2	978-0-13-262656-9	$ 950.00
Classroom Package, Level 3	978-0-13-262658-3	$ 950.00
Classroom Package, Level 4	978-0-13-262655-2	$ 950.00

Each Classroom Package includes: 20 Student Books w/Multi-ROMs, 20 Language Builders, and one each of the following: Teacher's Edition w/Multi-ROM, Test Book, Audio CDs, Motivator, Class DVD.



Special Classroom Packages

Levels of Language Proficiency

Level 1 – Entering

English language learners at the Entering level will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2 - Beginning

English language learners at the Beginning level will process, understand, produce or use:

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 3 – Developing

English language learners at the Developing level will process, understand, produce or use:

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 4 – Expanding

English language learners at the Expanding level will process, understand, produce or use:

specific and some technical language of the content areas

- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

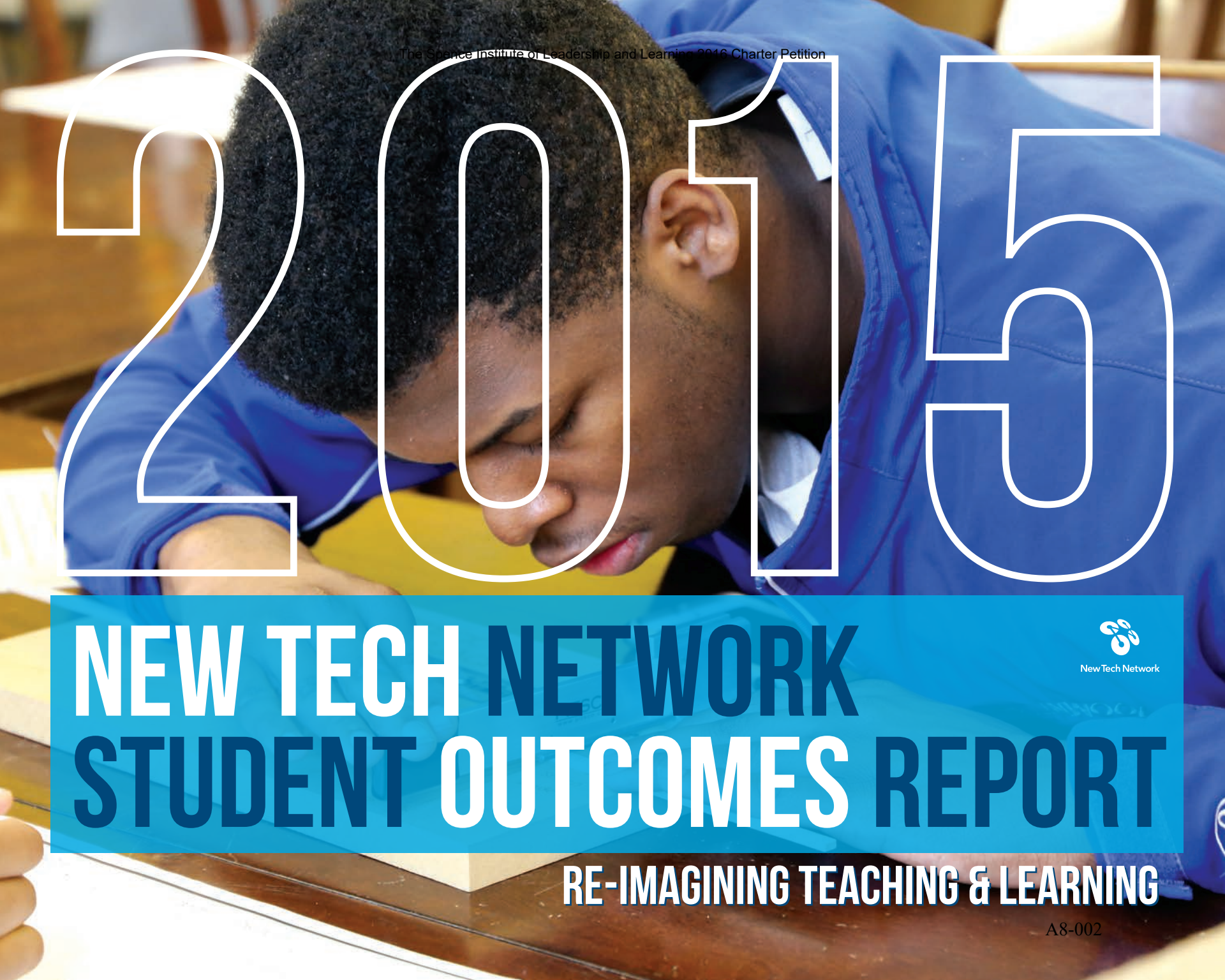
Level 5 – Bridging

English language learners at the Bridging level will process, understand, produce or use:

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of English proficient peers when presented with grade level material

Tab 8:

New Tech Network 2015 Student Outcomes Report



2015

NEW TECH NETWORK STUDENT OUTCOMES REPORT

New Tech Network

RE-IMAGINING TEACHING & LEARNING

ALUMNI REFLECTIONS

My first year at New Tech included an integrated history and English course called American Studies. My classmates and I were given an assignment to create an informative website describing a movement in American history during a designated time period. A fellow student and I decided to document the development of union laws. Our understanding was developed through the use of traditional classroom resources and those of the internet. We used documents, articles, witness accounts and photographs to determine the cause and effects of the labor movement. As a result of our growing passion for the subject, our research led us to an investigation on current global working conditions. I had never felt such emotion in a school project as I did during our research on the sweat shops. In addition to our assigned project, we went beyond and created a site tracing popular fashion items to the pitiful labor conditions and wages that produced them. When the student is the one directing their own education, there is a natural feeling of discovery and enthusiasm that reaches beyond the subject at hand.

I've found that I consistently rely upon the skills and abilities developed at New Tech. My biggest fear was that I might be unprepared for the traditional academic work of college. During my freshman year at MIT, I participated in a course which investigated the complex problem of monitoring and preserving the Amazon rainforest. This was a very open-ended project, one which the students were required to determine the structure. I noticed that many of my classmates had never encountered such a task; their previous experience primarily involved bookwork and exams. Some of them had never worked in groups, delivered presentations, or defended the results of their own findings. Although I had very little technical background on the subject matter at hand I fell naturally into the dynamics of this project due to my experience at New Tech. I was confidently able to adapt and be a leader in the situation, and to figure out the necessary steps to achieve our final product.

I believe that my curiosity and passion for learning was cultivated at New Tech, and the skills I developed — critical thinking, self-discipline and time management, communication and team work — have proven invaluable in nearly every aspect of my life.

LAUREN COONEY
NAPA NEW TECHNOLOGY HIGH SCHOOL

FACTS AND VISION

NEW TECH NETWORK SCHOOLS WITH GRADUATING CLASSES HAVE QUADRUPLED OVER THE LAST FOUR YEARS, AND NTN STUDENTS HAVE CONSISTENTLY OUTPERFORMED NATIONAL COMPARISON GROUPS.

MOST RECENTLY, NTN STUDENTS:

- GROW 65% MORE IN HIGHER ORDER THINKING SKILLS BETWEEN FRESHMAN AND SENIOR YEARS THAN COMPARISON GROUP
- GRADUATE HIGH SCHOOL AT A RATE 9% GREATER THAN THE NATIONAL AVERAGE
- ENROLL IN COLLEGE AT A RATE 9% GREATER THAN THE NATIONAL AVERAGE
- PERSIST IN 4-YEAR COLLEGES AT A RATE OF 92% AND IN 2-YEAR COLLEGES AT A RATE OF 74%

New Tech Network envisions a nation where every public school has the capacity to realize the full potential of each student. We work with public schools to ensure that all students have the skills, knowledge and attributes they need to thrive in college, career and civic life. As a non-profit organization, we partner with districts to create vibrant schools and engage a national network of educators in continuous improvement. We provide professional development, coaching, access to Echo, our learning management system, and ongoing participation in improvement initiatives so that all systems to support learning are focused on college and career readiness.

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"Now that I am a month within graduation, I am so proud of myself. I truly believe that with the help of New Tech, I have acquired the patience, strength, and perseverance that I can apply to college and my career."
New Tech Student

AUTHOR BIOS

SHERRIE REED serves as the Director of Research for New Tech Network. Prior to joining NTN, she worked with local communities in the development of charter schools in three states. She served as the Executive Director of Cornerstone Academy, Inc. in California and a founding Board Member for Aspen Ridge Prep School in Colorado. She has worked in K-12 education as a teacher, administrator, and consultant for 20 years. Sherrie has also taught education courses for City University of Seattle, National University and University of California. She is a PhD Candidate in Education Policy at University of California, Davis and holds a MA and BA from University of Northern Colorado.

AMIL GEHRKE serves as a Research Associate for New Tech Network. Prior to his work with NTN, he served as an international consultant supporting districts, schools, nonprofits, and funders in using data to understand the structural, academic, and emotional barriers that students face in the transition from high school to postsecondary education. He is a Returned Peace Corps volunteer and holds a MS in nonprofit management from The New School and a BA in Criminology, Law and Society from University of California, Irvine.

MEGAN PACHECO serves as the Chief Learning Officer for New Tech Network. In this role she leads NTN's innovation and improvement efforts. Megan joined the New Tech Network in 2005 and has coached schools in California, Oregon, Texas, North Carolina, and South Dakota. Prior to joining New Tech Network, Megan taught math at the flagship school, Napa New Technology High School. Megan co-developed an integrated math/science class, taught Algebra I and Geometry, and served as the New Tech Site Advocate. Megan holds a MA in mathematics education from Sonoma State University and a BS in mathematics from Cal Poly San Luis Obispo.



COLLEGE AND CAREER READINESS FOR ALL STUDENTS

"I wanted to inform you that the skills I learned through New Tech have benefited me so much. I am able to open myself up to new opportunities because I have learned how to network with different people and different companies. In public speech and communication courses, speaking in front of hundreds of my peers is a breeze because of the New Tech model. My professors love it because I have been trained to critically think, I know what questions to ask during lectures. I find myself creating my own know/ need to know charts."
Letter from a New Tech Graduate

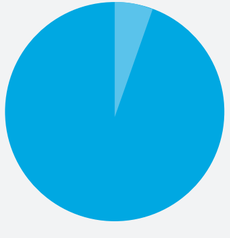
Ensuring all high school students graduate ready for college and career benefits not only the individual student but also greatly strengthens our country's health and vibrancy. The U.S. increasingly depends on educated workers for economic well-being and growth. In the last three decades, the percentage of jobs that require a post-secondary education doubled, with only 28% of jobs requiring a college degree in 1973 and 59% requiring a college education in 2008.[1] This increase in demand for a college-educated workforce is linked to productivity and economic growth, spurring innovation, attracting business investments, and developing leaders.[2] For individuals, a college degree means higher wages and a better quality of life. College graduates earn almost twice as much as those with only a high school education.[3] Further, those with a college degree enjoy better access to healthcare and live, on average, more than five years longer than non-college graduates.[4]

Despite the benefits of a college education, the current US college graduation rates aren't producing sufficient quantities to meet employer needs. By 2018, the U.S. will fill only 86% of an estimated 22 million jobs requiring a college education.[5] While college enrollment has been increasing steadily since the mid-1980s, in the last three years, college enrollment has declined slightly.[6] Further, too many students who start college never finish, with some estimating that less than half of those who enroll in college complete a degree.[7]

A significant reason for low completion rates may be that students are ill-prepared for the demands of college.[8] In fact, only 30% of students graduate high school with the minimum readiness for college or career.[9] Many claim that the skills and attributes necessary for success in college and career go beyond traditional academic content knowledge. In addition to content knowledge, skills necessary for postsecondary success include cognitive and metacognitive strategies (i.e. critical and analytical thinking), and intrapersonal and interpersonal skills.[10] Moreover, employers rate collaboration, communication, and problem solving ability among most important skills for the contemporary workplace.[11]

Recognizing the need for a broader skill set, New Tech Network strives to prepare high school students for college, career and civic life. In New Tech Network schools, students gain the content knowledge, critical thinking, collaboration, oral and written communication skills, as well as a personal agency that will lead them to success in postsecondary education and career.

94% OF NTN SENIORS ARE OPTIMISTIC ABOUT THEIR FUTURE



ON THE ROAD TO SUCCESS
NTN SCHOOLS RANGE FROM 84-100%

NEW TECH NETWORK STUDENTS: REPRESENT THE DIVERSITY ACROSS THE U.S.

Students are the center of the New Tech Network learning community. The students in NTN schools are as diverse as the states, communities, and schools in which they learn and grow. Twenty-two percent of students in NTN schools are Hispanic, 20% are African American, 5% are Asian and Pacific Islander and another 5% identify with multiple ethnicities, while the remaining 45% are non-Hispanic white. Nine percent of students are English Language Learners, 11% are eligible for special education services and just over half (52%) qualify for free or reduced price meals.

On average, the New Tech Network student body is reflective of public school students across the U.S.[12] Yet, the composition of the student body varies substantially between the individual schools, reflecting their local communities. Ten NTN schools serve a student body comprised of more than 90% African American students and four schools serve a student body consisting of 90% or more Hispanic students. Asian students make-up approximately half of the student body in three schools and several schools in rural areas in the South and Midwest serve mostly non-Hispanic white students. The proportion of students eligible for free and reduced lunch in NTN schools ranges from less than 5% in three schools to 100% of students in eleven schools and four schools serve a predominantly English Language Learner population (>60%).

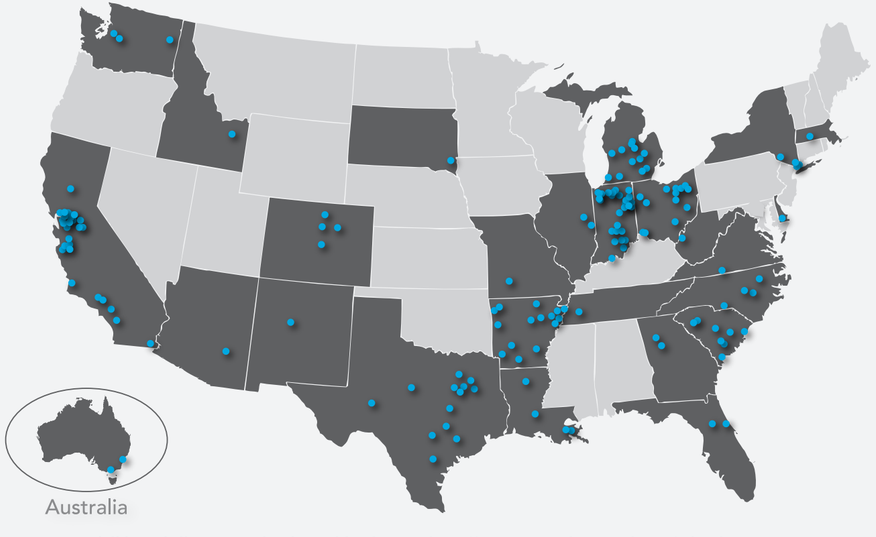


53,500 STUDENTS

	TOTAL NTN STUDENTS	SMALLEST IN ANY SCHOOL	LARGEST IN ANY SCHOOL	K-12 STUDENTS ACROSS THE U.S.
AFRICAN AMERICAN	20%	0%	100%	16%
AMERICAN INDIAN	<1%	0%	13%	1%
ASIAN/PACIFIC ISLANDER	5%	0%	55%	5%
HISPANIC	22%	0%	99%	24%
NON-HISPANIC WHITE	45%	0%	99%	52%
MULTI-RACIAL/OTHER	5%	0%	30%	3%
MALE	52%	35%	70%	51%
FEMALE	48%	30%	65%	49%
ENGLISH LANGUAGE LEARNERS	9%	0%	97%	9%
SPECIAL EDUCATION	11%	0%	40%	13%
FREE & REDUCED LUNCH	52%	2%	100%	48%

NEW TECH NETWORK SCHOOLS: LOCATED IN ALL TYPES OF COMMUNITIES

Located in 25 states and Australia, New Tech Network consists of 159 schools in which 3,150 teachers and 53,500 students learn together. Australia is currently home to two NTN schools. Across the U.S., NTN schools are found in all types of communities. Six states are each home to more than 10 NTN schools, with both California and Indiana hosting nearly 30 schools a piece. Thirty-nine percent of NTN schools are located in urban areas, 24% in suburban locations, 19% in mid-size towns, and 18% in rural areas.

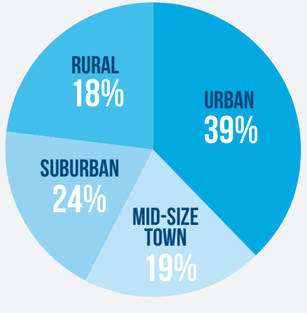


25 STATES

159 SCHOOLS

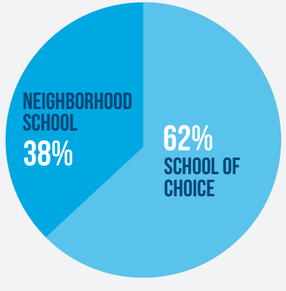
3,150 TEACHERS

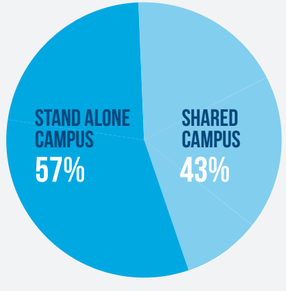
53,500 STUDENTS



To see a full list of all NTN's schools worldwide, visit http://www.newtechnetwork.org/schools.

New Tech Network works closely with school leaders and educators in 134 public district schools, 23 charter schools and 2 independent schools to align the learning systems to support the desired student outcomes.





Historically, New Tech Network worked with public school districts to re-imagine high schools. Within the last three years, New Tech Network has partnered with school districts to create NTN middle schools and elementary schools. Currently, New Tech Network supports 122 high schools, 28 middle schools and 9 elementary schools across the U.S and Australia.

Because each school's context is different, the implementation of NTN schools reflects the needs of the local communities. Some communities choose to start brand new schools and allow students the choice to enroll, while other communities convert existing neighborhood schools. Currently, 62% of NTN schools are schools of choice.

The facilities in which NTN schools are housed are also driven by local preferences. Over half (57%) of NTN schools operate in autonomous buildings. The remaining 43% of schools share their campuses with other schools, most of which serve the same grade levels. A handful of NTN schools are located on college campuses and a few share students with other schools for a portion of the instructional day.

122 HIGH SCHOOLS

28 MIDDLE SCHOOLS

9 ELEMENTARY SCHOOLS

2 PRIVATE SCHOOLS

23 CHARTER SCHOOLS

134 PUBLIC DISTRICT SCHOOLS

BUILDING COLLECTIVE CAPACITY: SUPPORTING SCHOOLS, LEADERS, TEACHERS

To support learning across the diverse Network, NTN strives to build the collective capacity of educators at all levels working in NTN districts and schools. NTN works directly with district leaders, school administrators, and teachers to ensure they have the knowledge and skills needed to help students become college and career ready. Teachers and administrators participate in comprehensive and rigorous professional development and receive on-site and virtual coaching provided by NTN.

DISTRICT SUPPORT

In NTN schools, success is built on the capacity of the system. Schools are most effective when the organizational environment is designed to promote individual and collective learning and improvement. The nature of NTN's support helps to build capacity of district leadership to develop and sustain school improvement. With a focus on developing leaders, aligning systems and structures, and developing and sustaining a professional culture with a focus on continual improvement, NTN's support at the district level leads to greater and deeper impact.

LEADERSHIP DEVELOPMENT

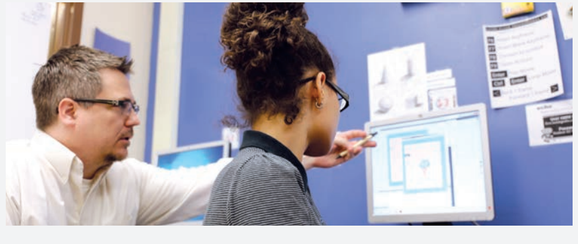
NTN believes quality leadership is a function, not a position, and is essential to the success of any school. Formal leadership development work allows school leaders to develop the capacity to implement NTN design principles with fidelity, increase agency and efficacy in leading change, and build the district's ability to affect lasting change in their communities. The focus on increasing the capacity of school leaders is grounded in theories of adaptive leadership and learning organizations.

ADULT LEARNING

In order to realize the potential of each and every student, teachers must have opportunities to learn themselves. Through adult learning opportunities, teachers become skillful at creating authentic learning that is grounded in inquiry, reflection, and individual agency. Teacher learning is at the core of Professional Learning @ NTN, a multi-faceted, personalized system of adult learning opportunities. Through national and regional face-to-face events, as well as virtual experiences and asynchronous professional development pathways, educators connect and learn with other professionals. NTN also provides tools and resources for teachers through the NTN Project and Resource Libraries inside Echo, the NTN learning management system.

14 YEARS' EXPERIENCE SUPPORTING SCHOOLS, LEADERS AND TEACHERS

100,000+ PROFESSIONAL DEVELOPMENT HOURS, ANNUALLY, FOR SCHOOL LEADERS AND TEACHERS



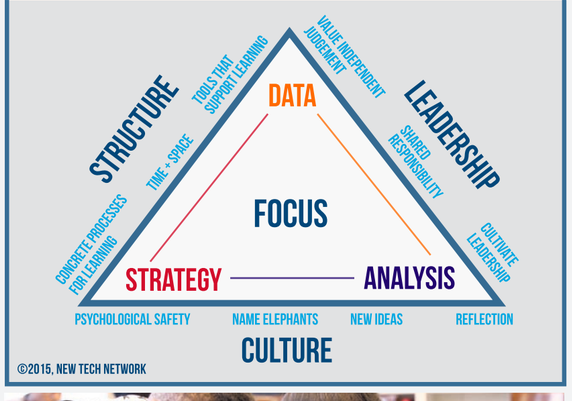
ALIGNING CULTURE, LEADERSHIP AND STRUCTURE

NTN's Learning Organization Framework delineates how culture, leadership and structure come together to build the capacity of the system to adapt in the ongoing pursuit of college and career readiness for all students. Our Learning Organization Framework guides an approach to short-term improvements in student learning animated by focused cycles of inquiry (the interior of the diagram). Simultaneously, it informs a method of changing the organizational conditions that tend to impede or advance the ability of a school system to improve the collective quality of student learning. Over time, using the NTN Learning Organization Framework to guide the development and organization of the system increases the capacity of our schools to learn their way out of challenges they did not or could not anticipate. In short, it helps our schools learn how to learn.

"The level of professional development and on-going 24/7 support from the NTN is outstanding! It goes to the heart of the transformation process and provides skills and knowledge for sustainability. It changes the culture, the climate, the experience, and the outcome. The redesign process is not for the faint of heart, but it is for those with a mission to ensure students become self-directed learners with the skills and aptitudes for success in college, career, and life. I have seen teachers become re-energized through the process and with the relationships and successes they have with their students."

Superintendent Deborah Howe

LEARNING ORGANIZATION FRAMEWORK





NEW TECH NETWORK STUDENTS ARE READY FOR COLLEGE AND CAREER

1 PATH TO SUCCESS

93%

NTN STUDENTS GRADUATE HIGH SCHOOL IN 4 YEARS



STUDENT LEARNING OUTCOMES



TEACHING THAT ENGAGES

- 70% OFFER AP CLASSES
- 56% OFFER INTERNSHIPS
- OFFER COLLEGE COURSES 84%
- PROJECT-BASED LEARNING 100%

ENGAGED
CONNECTED
CHALLENGED

CULTURE THAT EMPOWERS

TECHNOLOGY THAT ENABLES

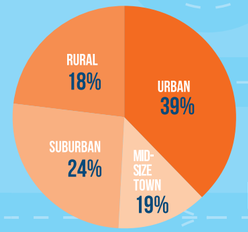
New Tech schools have a 1:1 tech ratio and access to a customized learning management system, Echo

2 RE-IMAGINING LEARNING

COMPREHENSIVE PROFESSIONAL DEVELOPMENT

- VIRTUAL & ONSITE COACHING
- NATIONAL & REGIONAL EVENTS
- INSTRUCTIONAL RESOURCES
- echo CUSTOMIZED LEARNING MANAGEMENT SYSTEM

3 COLLEGE + CAREER READINESS FOR ALL



MALE 52% FEMALE 48%

DEMOGRAPHICS*

AFRICAN AMERICAN	20%
HISPANIC	22%
WHITE	45%
FREE & REDUCED LUNCH	52%

*INDIVIDUAL NTN SCHOOLS RANGE FROM <2% TO >98% IN ALL CATEGORIES

STUDENT NEEDS

- SPECIAL EDUCATION 11 %
- ENGLISH LANGUAGE LEARNERS 9%

SCHOOL TYPES

- 134 PUBLIC DISTRICT
- 23 PUBLIC CHARTER
- 2 INDEPENDENT

ALL GRADES

- 122 HIGH
- 28 MIDDLE
- 9 ELEMENTARY

4 COLLEGE READY

72% COLLEGE ENROLLMENT

- 42% 4-YEAR COLLEGE
- 30% 2-YEAR COLLEGE

84% COLLEGE PERSISTENCE

- 92% 4-YEAR COLLEGE
- 74% 2-YEAR COLLEGE

STUDENTS ENROLL IN COLLEGE AT A RATE 9% HIGHER THAN THE NATIONAL AVERAGE



New Tech Network

A K-12 PATHWAY



NTN's first decade focused on spreading NTN high schools to communities interested in providing a more relevant learning experience for their students. Today, with a goal of college and career readiness for all students and the recognition that student readiness starts long before high school, we are focused on aligning the learning systems across districts to dramatically improve student accomplishment. For an increasing number of districts, this means incorporating the NTN design principles--teaching that engages, culture that empowers, and technology that enables-- in elementary, middle and high schools.

In elementary schools, the NTN design principles are adapted to ensure they are developmentally appropriate for younger students. Project-based learning at the elementary level is student-centered and inquiry-based, just as it is in middle and high schools. Foundational skills are taught within the context of projects that integrate multiple subjects. Literacy skills are the anchor of project-based learning at the elementary level, with reading and writing embedded in the context of the projects. Math is focused on reasoning and sense-making, collaborative and experiential by nature, and integrated in multi-disciplinary projects. The infusion of technology allows for differentiated learning, exploration of ideas, and practice of skills.

> ***"New Tech contains some of the best education minds and leading edge thinkers on student-centered, inquiry based learning. The network is full of experts to collaborate with who are willing to experiment and push the edges on things such as integrating projects across content areas, using authentic, real world experiences, and developing 21st century schools to prepare students with vital skills to be productive citizens in our global economy."***
>
> Mike Kaechle, Teacher-Kent Innovation High

96% ATTENDANCE RATE IN ELEMENTARY SCHOOLS

94% ATTENDANCE RATE IN SECONDARY SCHOOLS

90% OF STUDENTS RETURN TO NEW TECH SCHOOLS EACH YEAR

NTN middle schools are very similar to NTN high schools, with projects grounded in grade level appropriate subject matter content. In addition to academic content knowledge, a great deal of emphasis is placed on creating a positive school culture and developing a sense of personal agency within students. Students make community connections through relevant and meaningful projects. They learn to ask questions and think deeply about the content. They learn to have meaningful conversations and speak intelligently as they engage with community experts and present their work to external audiences. Students in NTN middle schools are prepared with the academic, problem-solving and communication skills necessary for success in high school and beyond.

TEACHING THAT ENGAGES

Learning Outcomes

The years spent in a New Tech Network school allow students to gain the academic and deeper learning skills necessary for success in any postsecondary option. NTN students learn disciplinary knowledge and skills to conduct inquiry and solve real-world problems. Throughout a project, they collaborate with peers, facilitators, and experts in the field. Students demonstrate their learning through effective oral and written communication for authentic audiences. Ownership of their learning experience and engagement in relevant and challenging tasks helps students develop a sense of agency, a skill essential to success in college, career, and civic duty.

Project-Based Learning

Project-based learning is at the heart of NTN's instructional approach. In PBL, students start each new unit of study with a complex and authentic task to complete. Often occurring in integrated subject area courses, students collaborate with their peers to investigate a real-world problem which demands mastery of subject matter content, critical thinking and problem-solving skills, oral and written communication skills, and individual agency. Entry Events, the Need-to-Know (NTK) process, engaging with content area experts, skill building workshops, and authentic assessment support student inquiry along they way. Projects culminate with the development and presentation of a real-world product, evaluated by community experts, educators, and peers.

College Ready Assessments

To gauge student growth and attainment of deeper learning that occurs in project-based learning, many NTN schools are beginning to use College Ready Assessments (CRAs). CRAs represent a common, high quality standard for written student work grounded in a discipline. CRAs, originally co-developed, refined, and validated by the Stanford Center for Assessment, Learning and Equity (SCALE) and Envision Learning Partners, are aligned to Common Core State Standards and are embedded in project-based learning. These assessments start early, with skills and standards scaffolded until high school juniors and seniors can demonstrate college-ready work. Results from this new effort will be analyzed and reported in upcoming years as most NTN schools incorporate CRAs into their design.

NTN schools successfully engage students at all grade levels. The high rates of student attendance in New Tech Network schools provides evidence of student engagement. NTN elementary schools demonstrate an average attendance rate of 96%, one percentage point higher than the national average for elementary schools. NTN middle and high schools achieve an average attendance rate of 94%, two percentage points higher than the national average for secondary schools. Serving as further evidence of student engagement, NTN schools of choice have 90% of eligible students return each year.



CULTURE THAT EMPOWERS

By making learning relevant and providing a collaborative learning culture, students are connected to, engaged in, and challenged by their work, one another, and the community. Each NTN school maintains a culture that promotes trust, respect, and responsibility; this culture encompasses both student and professional culture. At NTN schools, students and teachers alike have exceptional ownership of the learning experience and their school environment. Educators in schools collaborate in team-taught classes, provide constructive feedback to each other, and share leadership of the learning community. In this way, the professional culture for adults mirrors the culture we hope to build for students.

Common cultural structures across NTN schools include, but are not limited to: advisory courses, community meetings, interdisciplinary courses, and student-led organizations. Additionally, NTN educators strive to develop cultures that foster student agency. As a result of the intentional and pervasive focus on school culture, 84% of NTN students report they are proud of and connected to their school, and nearly 80% agree that they engage well with others in the learning community.

TECHNOLOGY THAT ENABLES

The smart use of technology supports New Tech Network's innovative approach to instruction and culture. Grounded in a belief in anywhere-anytime learning, 100% of NTN schools embrace one-to-one computing and access to the internet, anywhere on campus and outside school hours, for students using devices such as laptops, tablets or smart phones. All schools use Echo, NTN's proprietary web-based learning management system. Echo is designed to facilitate project-based learning and support a network which helps students, teachers, and parents connect to each other and to student projects across the country. With access to the web, Echo, and the latest in collaborative learning technology, every student becomes a more self-directed learner no longer relying primarily on teachers or textbooks for knowledge and direction.

Echo, NTN's proprietary learning management system (LMS), is designed to support classroom based PBL and assessment of deeper learning outcomes. Teachers, students, and parents at NTN high schools use Echo on a daily basis to access course resources, project plans, assignments, a multi-dimensional gradebook, online groups, and an extensive library of instructional resources for teachers. Google Apps for Education is seamlessly integrated into the platform, providing schools with a powerful suite of communication and publishing tools. Echo is delivered as a web-based service that is accessible 24/7 via any web browser on any device. Echo is well liked and broadly used in NTN schools, with high rates of user satisfaction.



COLLEGE & CAREER READINESS

For New Tech Network, college and career readiness means students are aware, eligible and prepared for the postsecondary option of their choosing.[13] To make an informed decision about postsecondary plans, students must have an awareness of their options, as well as the costs and benefits of each option. In addition, students must be eligible for admission to the postsecondary option of their choosing. For all students, this means a high school diploma, completion of necessary coursework and proficient scores on admissions exams. Finally, students must be prepared for the demands of college, career and civic life. Preparedness includes not only academic content knowledge and problem-solving skills, but also the communication skills and personal agency skills to attain personal goals.

AWARE — THE STUDENT UNDERSTANDS POST-SECONDARY OPTIONS AND SEES THE IMPORTANCE OF COLLEGE

+ ELIGIBLE — THE STUDENT COMPLETES REQUIREMENTS NECESSARY FOR COLLEGE ENTRANCE

+ PREPARED — THE STUDENT GRADUATES FROM HIGH SCHOOL WITH THE SKILLS NECESSARY FOR FURTHER EDUCATION WITHOUT REMEDIATION

= COLLEGE READY

AWARE

In NTN schools, students explore postsecondary options through community-based projects, engagement with content area experts, internships, and college coursework. As a result, 94% of NTN students are optimistic about their future as reported by graduating seniors in the 2014 Student Exit Survey.

College-Level Coursework

Student engagement in college-level coursework and community-based internships is key in the preparation for college and career. Eighty-four percent of NTN high schools provide the opportunity for students to enroll in college courses and 70% offer AP courses. Many NTN schools have formal partnerships with local community and technical colleges. In most schools, 50% of students participate in dual enrollment and/or AP classes, while in some schools 100% of students participate.

Community-Based Internships

NTN students also engage in experiences designed to prepare them for success in the contemporary workplace. By collaborating with others on projects, students acquire a level of responsibility similar to a professional work environment. Students engage with field experts and community stakeholders during projects, and final products are presented to authentic audiences. Additionally, over half of NTN high schools offer community-based internships, with nearly half of all seniors participating.[14]

ELIGIBLE

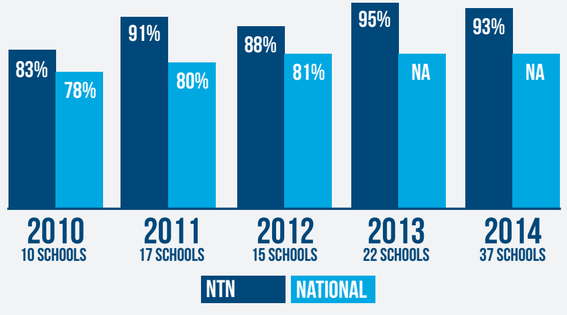
High school graduation is an essential eligibility requirement for most postsecondary options, including military enlistment, technical and trade school attendance, or 2-year and 4-year college enrollment. NTN students are meeting this requirement at an impressive rate. Across 37 schools with graduating classes in 2014, NTN schools boast an average 4-year cohort graduation rate of 93%. NTN schools have consistently outpaced the national average for high school graduation, since NTN began tracking the data from 10 schools in 2010. For the most recent year in which comparison data is available, 2012, New Tech Network schools demonstrate an 88% graduation rate, a rate 9% greater (or 7 percentage points higher) than the national rate of 81%.

Not only are NTN students completing high school at an impressive rate, they are completing high school with the eligibility for postsecondary education. Over 80% of NTN seniors apply to at least one college. Of those who apply, 80% are accepted to at least one college.

83% OF NTN SENIORS APPLIED TO COLLEGE

80% OF THOSE WHO APPLIED WERE ACCEPTED

NTN STUDENTS GRADUATE AT HIGHER RATES





PREPARED

CWRA: College & Work Readiness Assessment

NTN uses the College and Work Readiness Assessment to assess deeper learning and college readiness in a representative sample of Network schools.[16] This nationally normed assessment, administered by the Council for Aid to Education, uses realistic performance tasks to assess four domains of deeper learning: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving. The assessment measures students' growth of deeper learning during high school.

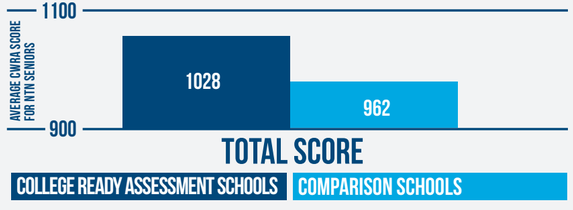
Students in New Tech Network schools demonstrate 65% more growth in measures of deeper learning between their freshman and senior years than do students in the national comparison sample. The trend of greater growth for students in NTN schools has persisted since the 2010-2011 when NTN began using the CWRA, with increasing number of schools participating in the assessment. The outstanding growth of NTN students is a promising indicator of the impact of New Tech Network schools.

Measuring Learning: College Ready Assessments

More than 40 New Tech high schools are currently working to embed College Ready Assessments (CRAs) in projects as a way of preparing students for the demands of college work, as described previously. While New Tech Network is just beginning to measure student progress and success on the CRAs, early indicators are promising. Seniors in NTN schools implementing the CRAs outscored seniors in schools not using the CRAs by one-third of a standard deviation on the externally administered College and Work Readiness Assessment, when controlling for student and school differences.

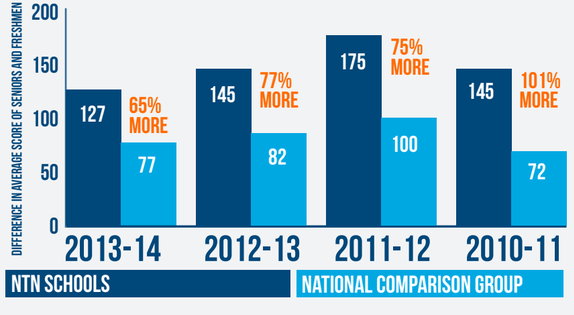
EMBEDDED PERFORMANCE ASSESSMENT PAYS OFF

STUDENTS IN NTN SCHOOLS USING COLLEGE READY ASSESSMENTS SCORE HIGHER ON NATIONALLY NORMED ASSESSMENT



GROWTH IN HIGHER ORDER THINKING

FOR 4 YEARS, NTN STUDENTS GROW MORE IN HIGHER ORDER THINKING THAN COMPARISON



RE-IMAGINING TEACHING AND LEARNING

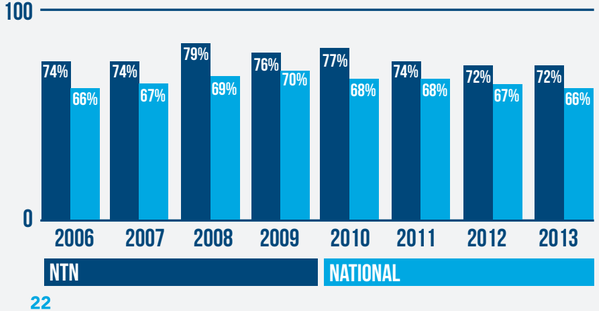
COLLEGE READY

The combined awareness, eligibility and preparation is leading to success for NTN graduates. NTN students enroll in college at a greater rate than the national average, a trend sustained since New Tech Network began tracking college enrollment in 2005.

In 2013, 72% of NTN graduates enrolled in college compared to only 66% of high school graduates nationally, a rate 9% greater (or 6 percentage points higher). Mirroring national trends for 4-year college enrollment, 42% of NTN graduates enrolled in 4-year institutions in 2013. In this same year, 30% of NTN graduates entered 2-year colleges compared to only 24%, nationally. In previous years, NTN graduates enrolled in both 4-year and 2-year colleges at a higher rate than high school graduates across the U.S.

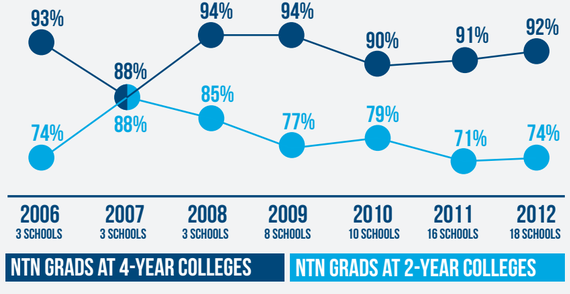
NTN GRADUATES ENROLL IN COLLEGE AT GREATER RATE

FOR 8 YEARS, GRADUATES FROM NTN SCHOOLS MORE LIKELY TO ATTEND COLLEGE



NTN GRADUATES PERSIST IN COLLEGE

FOR 7 YEARS, NTN GRADUATES DEMONSTRATE IMPRESSIVE RATES OF PERSISTENCE BETWEEN THEIR FRESHMAN AND SOPHOMORE YEAR OF COLLEGE



Benefits of a college education are maximized for society and individuals if students persist and earn a degree. For the class of 2012, 84% of NTN graduates who enrolled in college continued their postsecondary educations into a second year. The ability to persist is evident for both students attending 4-year colleges, where 92% return for their sophomore year, and students attending 2-year institutions, where 74% return for a second year. The trend of persistence from freshman to sophomore years is consistent over time as the number of NTN schools has grown. Soon, we will be able to measure college completion rates as well.

We are committed to building a dynamic, perpetually learning network of districts, schools and educators. Together we aspire to be a nation proud of its public education system.

Please contact us to visit a school and see authentic learning rooted in engagement at every grade level.

Join us for a tour today:

www.newtechnetwork.org/engage/tours



[1]Carnevale, A., Smith, N., & Strohl, J. (2010). Help wanted: projections of jobs and education requirements through 2018. Downloaded from Center on Education and the Workforce at Georgetown University website: http://cew.georgetown.edu. [2]Berger, N. & Fisher, P. (2013). A well-educated workforce is key to state prosperity. Washington, DC: Economic Analysis and Research Network. Retrieved from http://s2.epi.org/files/2013/A%20well-educated%20workforce%20is%20key%20to%20state%20prosperity.pdf, [3]Carnevale, A., Jayasundera, T., & Cheah, B. (2012). The college advantage: Weathering the economic storm. Downloaded from Center on Education and the Workforce at Georgetown University website: http://cew.georgetown.edu/collegeadvantage [4]Meara, E., Richards, S., & Cutler, D. (2008). The gap gets bigger: Changes in mortality and life expectancy, by education, 1981-2000. Health Affairs, 27(2), 350-360. [5]Carnevale, et al., 2010 [6]College Board. (2013). Enrollment by attendance status overtime. Retrieved from CollegeBoard website: https://trends.collegeboard.org/college-pricing/figures-tables/enrollment-attendance-status-over-time Lederman, D. (2013). Enrollment decline picks up speed. Inside Higher Ed. Retrieved from Inside Higher Ed website: http://www.insidehighered.com/news/2013/05/17/data-show-increasing-pace-college-enrollment-declines U.S. Department of Education, National Center for Education Statistics. (2012). Digest of Education Statistics, 2011 (NCES 2012-001), Chapter 3 [7]Bound, J., Lovenheim, M., & Turner, S. (2009). Why have college completion rate declined? An analysis of changing student preparation and collegiate resources. NBER Working Paper 15566. Downloaded from National Bureau of Economic Research website: http://www.nber.manorg/papers/w15566 Bound, J., Lovenheim, M., & Turner, S. (2007). Understanding changing college completion rates. Ann Arbor: University of Michigan Institute for Social Research. Retrieved December 9, 2013 from: http://www.psc.isr.umich.edu/pubs/pdf/rr07-626.pdf U.S. Department of Education, National Center for Education Statistics. (2013). The Condition of Education 2013 (NCES 2013-037), Institutional Retention and Graduation Rates for Undergraduate Students [8]Bettinger, E., Boatman, A., & Long, B. (2013). Student supports: Development education and other academic programs. The Future of Children, 23(1). Retrieved from Future of Children website: www.futureofchildren.org [9]Greene, J. & Forster, G. (2003). Public high school graduation and college readiness rates in the United States, Working Paper 3. New York: Manhattan Institute, Center for Civic Information, Education. Retrieved from Manhattan Institute website: http://www.manhattan-institute.org/html/ewp_03.htm [10]Conley, D. T. (2007). Toward a more comprehensive conception of college readiness. Eugene, OR: Educational Policy Improvement Center. Retrieved from https://docs.gatesfoundation.org/documents/collegereadinesspaper.pdf [11]National Association of Colleges and Employers (2014). Job Outlook. Retrieved July 2014 from: http://naceweb.org/ [12]National data based on 2011-2012, most recent available, retrieved from NCES February 18, 2015 http://nces.ed.gov/programs/coe/index.asp [13]Our thanks to Duane Baker at the BERG Group for this framework of college readiness. Read more at http://www.bercgroup.com/college-readiness.html [14]The percentage of schools offering AP courses, dual enrollment courses, and internships is derived from the number of New Tech high schools with four or more years of implementations experience and currently serving juniors and seniors. [15]National data based on Averaged Freshman Graduation Rates (AFGR), calculated by dividing the number of graduating seniors by the number of freshmen enrolled 4 years prior. Some NTN schools report AFGR, while others report 4-year cohort graduation rates, calculated as the percent of freshmen graduating from the same school within 4 years. [16]Tinto,V. (1987). Leaving college. Chicago, IL: University of Chicago Press in DeBerard, M., Spelmans, G. I., & Julka, D. L. (2004). Predictors of Academic Achievement and Retention Among College Freshmen: A Longitudinal Study. College Student Journal, 38(1), 66-80.4 years.

A8-013



New Tech Network

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Tab 9:

Community Memberships

GCSA
Georgia Charter Schools Association

Your advocate for better schools.

February 16, 2016

Ms. Laura Stowell
[redacted]

RE: Membership Letter for The Spence Institute of Leadership and Learning

Dear Ms. Stowell,

Please accept this letter as membership confirmation for the Spence Institute of Leadership and Learning for the 2015-2016-membership cycle. They are a DeKalb County petitioning group with plans to open during the 2017-2018 school year.

Please feel free to contact me with any additional questions.

Sincerely,

Jhanelle Adams
Director, Member Services
[redacted]

Cc: Tomiko Thompson

Certificate of Membership

This certificate certifies that

The Spence Institute of Leadership and Learning

is an active investor of the

DeKalb Chamber of Commerce

from May 2015 *to* May 2016

President

Board Chairman

EST. 1938
DEKALB CHAMBER
THE POWER OF ONE VOICE

Certificate of Membership

Presented by the

Georgia Hispanic Chamber of Commerce

This certificate recognizes

THE SPENCE INSTITUTE OF LEADERSHIP AND LEARNING

Ms. Tomiko M. Thompson

as a member in Good Standing

2015 through 2016

Gabriel Vaca

Gabriel Vaca
Chair of the Board

Tisha R. Tallman

Tisha R. Tallman
President

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Tab 10:

TKES & TLAC Crosswalk (Sample) A10-002-011

Collaborative Metrics Appraisal A10-012-023

TKES Performance Standard 3: Instructional Strategies

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Level IV	Level III	Level II	Level I
Exemplary *In addition to meeting the requirements for Proficient…*	**Proficient** *Proficient is the expected level of performance.*	**Needs Development**	**Ineffective**
The teacher continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. *(Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	The teacher consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher does not use research-based instructional strategies nor or the strategies relevant to content area. The strategies do not engage students in active learning or acquisition of key skills.

Current rating for Performance Standard 3: Instructional Strategies _____

My rating goal for Performance Standard 3: Instructional Strategies is _____.

Specific	Measurable	Attainable	Relevant	Timely
How will you reach this goal?	How will track your progress?	What resources do you need to achieve this goal?	Why do you want to achieve this goal?	What is your deadline?

Teachers, During your planning this week, incorporate 3 of the TLAC strategies based upon the TKES Performance Standard you seek to improve. Each week, feel free to sample other strategies until you find what works best for you and your teaching style. TKES Performance Quality Indicators → Teach Like a Champion Strategies ↓		**3.1** Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
1	**No Opt Out-** A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.		X						
2	**Right is Right**- Set and defend a high standard of correctness in your classroom						X		
3	**Stretch It-** A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability.	X	X	X					
4	**Format Matters**- It's not just what students say that matters, but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.		X		X	X			
5	**Without Apology**- The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students' response to it.		X						

		3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
6	**Begin with the End**- Teaching by methodically asking how one day's lesson builds off the previous day's prepares for the next day's and how these three fit into a larger sequence of objectives that leads to mastery.	X	X		X				X
7	**4 Ms**- A great lesson objective should be Manageable, Measureable, Made first and Most important on the path to college.		X	X	X				X
8	**Post It-** Lesson objective is posted in a visible location- same location everyday- and identifies your purpose for teaching that day.			X					
9	**Shortest Path-** All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point.								
10	**Double Plan-** It's as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying.	X	X	X		X			
11	**Draw The Map-** Control the physical environment to support the specific lesson goal for the day.		X	X					
12	**The Hook**-A short introductory moment that captures what's interesting and engaging about the material and puts it out in front.	X							X
13	**Name The Steps**- Subdivide complex skills into component tasks and build knowledge up systematically.		X		X			X	X

		3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
14	**Board = Paper-** Students learning how to be good students by learning to take notes and retain a record of their knowledge.					X			
15	**Circulate-** Moving strategically around the room during all parts of a lesson.	X		X					
16	**Break It Down-**In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student's knowledge back up from a point of partial understanding.		X						X
17	**Ratio**- Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.	X		X					X
18	**Check for understanding-** Gather data constantly what students can do while you're teaching and act immediately on that knowledge to inform what you do next and how you do it.		X		X	X	X		
19	**At Bats-** Lessons should include as many repetitions as possible.								
20	**Exit Ticket-** Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights.				X				

		3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
21	**Take A Stand-** Push students to actively engage in the ideas around them by making judgements about the answers their peers provide.	X	X						
22	**Cold Call**- In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.	X							
23	**Call and Response-** Use group choral response- you ask; they answer in unison to build a culture of energetic, positive engagement.	X							
24	**Pepper**-Use fast paced, group-oriented activities to review familiar information and foundational skills.	X	X		X				
25	**Wait Time**- Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answer it.								

		3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
26	**Everybody Writes-** Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.	X				X			X
27	**Vegas**- A moment during class when you might observe some production values: music, lights, rhythm, dancing.			X	X	X			
28	**Entry Routine-** Make a habit out of what's efficient, productive, and scholarly after the greeting and as students take their seats and class begins.			X					
29	**Do Now-** A short activity written on the board or on desks before students enter that clearly states what to work on and eliminates excuses leading to distractions.			X					
30	**Tight Transitions-** Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher.			X					
31	**Binder Control-** Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.								
32	**SLANT**-Key behaviors that maximize student's ability to pay attention: Sit up; Listen; Ask & answer; Nod your head; Track the speaker.	X			X				
33	**On Your Mark-**Show students how to prepare for a lesson to begin and expect them to do so every day.	X							

		3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
34	**Seat Signals-** Develop a set of signals for common needs, especially those that require or allow students to get out their seats.								
35	**Props-** Public praise for students who demonstrate excellence or exemplify virtues.								
36	**100 Percent-** There's one acceptable percentage of students following a direction: 100% Less and your authority is subject to interpretation, situation, and motivation.								
37	**What to Do-** Give directions to students in a way that provides clear and useful guidance- enough to allow any student who wanted to do as asked to do so easily.								
38	**Strong Voice-** Establish control, command and benign authority that make the use of excessive consequences unnecessary.								
39	**Do It Again-**Doing it again and doing it right or better or perfect is often the vest consequence.								
40	**Sweat the Details-** To reach the highest standards, you must create the perception of order.								
41	**Threshold-**When students cross the threshold into the classroom, you must remind them of the expectations; establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.	X		X					

		3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
42	**No Warnings-**Use minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect.								
43	**Positive Framing**- Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.								
44	**Precise Praise**- Use positive reinforcement as a powerful classroom tool.								
45	**Warm/Strict**- At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).								
46	**The J Factor**- Find and promote the joy of learning to achieve a happy and high-achieving classroom.								
47	**Emotional Consistency-** Model the Modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach.								
48	**Explain Everything-** Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission; getting to college (future success).								
49	**Normalize Error-** Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally normal.		X						

	3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary
Improving Your Pacing								
Change the Pace- Use a variety of activities to accomplish the lesson's objective and move from one to the other throughout the course of a lesson.			X	X	X			X
All Hands- Shift rapidly; involving a wide array of participants.				X				
Look Forward- Use mild suspense to create tension, excitement and anticipation								X
Every Minute Matters- Keep a series of short learning activities ready so you're prepared when a two-minute opportunity emerges.			X	X				
Work the Clock- Count time down, parcel it out in highly specific increments often announcing an allotted time for each activity.			X					
Brighten Lines- Make learning activities begin and end crisply and clearly.				X				

	3.1 Engages students in active learning and maintains interest.	**3.2** Builds upon students' existing knowledge and skills.	**3.3** Reinforces learning goals consistently throughout the lesson.	**3.4** Uses a variety of research-based instructional strategies and resources.	**3.5** Effectively uses appropriate instructional technology to enhance student learning.	**3.6** Communicates and presents material clearly, and checks for understanding.	**3.7** Develops higher-order thinking through questions and problem-solving activities.	**3.8** Engages students in authentic learning by providing real-life examples and interdisciplinary connections.
Challenging Students to Think Critically								
Hit Rate- The rate at which students answer questions correctly should not be 100% (unless reviewing, questions should be harder) nor should it be below 2 out of 3 (there is a problem with how material was presented or the alignment of questions to that material since students since students are not showing you mastery).				X			X	
Simple to Complex- Initially engage students' thinking about a topic in contained concrete ways and then push them to think more deeply and broadly.	X	X		X			X	X
One at A Time- Ask only one question at a time, not a sequence of them.							X	X
Stock Questions- Use similar sequence of questioning applied over and over in different settings.			X				X	
Verbatim (No Bait & Switch)- When repeating a question, be sure to ask it exactly the same way.							X	
Clear and Concise- Make questions as clear and concise as possible.							X	



COLLABORATIVE METRICS APPRASIAL

ABSTRACT

Performance reviews are a key component of employee development. At Spence, we intend to create a fair and balanced assessment for our non-instructional staff members.

Tomiko Thompson, Ed.S
Founder

Collaborative Metrics Appraisal

Objective

The objective of the Collaborative Metrics Appraisal (CMA) is to provide non-instructional staff members and their supervisor an opportunity to:

- Discuss job performance
- Create SMART goals
- Establish objectives for contributing to the mission of the school
- Discuss expectations and accomplishments

The CMA is intended to be a fair and balanced assessment of a non-instructional employee's performance and to draw connection to the school's organizational goals. Non-instructional staff members include, but are not limited to:

Chief Financial Officer	Head Custodian
Business Manager	Office Manager
School Registrar	Front Office Receptionist
School Nurse	Curriculum Coordinator

Essential Elements of Collaborative Metrics Appraisal

1. **Balanced Collaboration.** The performance review process begins with collaboratively setting SMART goals completed by the Principal and employee. The performance review process must include one-on-one discussions between the Principal and the employee with both parties being full participants.
2. **On-going Support System-** Performance reviews will cover the school year with quarterly check points.
3. **Acknowledging and Documenting Accountability.** The performance review and any required statements/documentation will be sent to Human Resources. Any additional documentation that either the Principal or employee wants included in the employee's permanent personnel file may also be attached with the acknowledgement of both parties.

Part 1: Collaborative Goals and Objectives

Collaborative Goals and Objectives Form

Prior to beginning the performance review process, the employee will complete a Collaborative Goals and Objectives Form. The Principal and employee will collaborate and design SMART GOALS that detail major tasks/projects to be achieved by the end of the school year. The employee will detail at this time resources, support and training needed to achieve articulated goals.

Part 2: Performance Review Summary

Performance Review Summary Form

In this stage of the performance review, the employee will be evaluated on how well he/she has met the expectations of his/her position. During the initial performance review meeting, the Principal and employee will review the identified expectations and deliverables as it relates to the

areas of Accomplishments, Service and Relationships, Accountability and Dependability, Adaptability and Flexibility, and Decision Making/Problem Solving.

Key Elements of Performance Review Summary

- **Accomplishments (A)**- Evaluate the employee's success in performing identified duties/areas of responsibilities. The Principal will use the employee's job description to identify specific duties/areas of responsibilities.
- **Service & Relationships (SR)**- Evaluate the employee's success in the areas of customer service, communication, interpersonal skills, diversity, and teamwork.
- **Accountability & Dependability (AD)**- Evaluate the employee's success in contributing to the effectiveness of the department and the overall mission of the school.
- **Adaptability & Flexibility (AF)**- Evaluate the employee's success in dealing effectively with additional responsibilities, learning innovative techniques, applying them to his/her job, and participating in appropriate training and development opportunities.
- **Decision Making & Problem Solving (DMPS)**- Evaluate the employee's success in making decisions following safe work practices, complying with the school's polices and federal, state and local laws. If the employee performs a managerial function, the employee will be evaluated on his/her abilities to manage human and fiscal resources effectively, developing goals which support the school's and department's mission, and setting appropriate examples of employee behavior.
- **Professionalism (P)**- Evaluate the employee's sustainability of appropriate attendance and professional attire.

Performance Ratings Definitions

The following ratings will be used to ensure commonality of language and consistency on overall ratings:

Rating	Rating Definition	Points
Outstanding	Performance is consistently superior.	5
Exceeds Expectations	Performance is routinely above job requirements	4
Meets Expectations	Performance is regularly competent and dependable.	3
Below Expectations	Performance fails to meet job requirements on a frequent basis.	2
Unsatisfactory	Performance is consistently unacceptable.	1

Part 3: Quarterly Check Points

Quarterly Check Point Form

The Principal will meet with the employee quarterly to:

- Provide performance feedback;
- Discuss progress toward articulated goals; and
- Reassess resources, supports and training needed to achieve articulated goals

Part 4: EOTY Performance Review Conference

EOTY Performance Review Conference Form

The Principal and employee will conclude the performance review by conducting an EOTY Performance Review Conference. During this meeting, the Principal and employee will review whether goals were met and the level to which the employee met identified expectations.

Part 5: Performance Improvement Plan (If applicable)

Performance Improvement Plan (PIP)

Staff members who receive unsatisfactory overall performance ratings of 9 or lower are required to participate in a Performance Improvement Plan (PIP). Employees who receive ratings between 10-14 can also participate in a PIP. The Performance Improvement Plan will be kept on file with the CMA and other related documentation.

The Spence Institute of Leadership and Learning
Part 1: Collaborative Goals and Objectives Form

Employee Name: _____

Department: _____ Position Title: _____

Collaborative Metrics Appraisal completed by: _____

Review Period: _____ to_____

Directions:

1. Collaboratively set 3-5 SMART goals and list the deliverables that would quantify each goal.
2. Detail resources, support and training needed to achieve articulated goals. Include the date request was made.

Goal	SMART Goal	Deliverables
1		
2		
3		
4		
5		

Goal	Resources, Support & Training	Delivery Date
1		
2		
3		
4		
5		

_____ _____
Employee Principal

_____ _____
Date Date

The Spence Institute of Leadership and Learning
Part 2: Performance Review Summary

Employee Name: _____

Q1____Q2____Q3____Q4_____ Date: _____

Directions: Using the employee's job description, identify the expectations on which the employee will be measured. If necessary, additional copies of this form can be used to accommodate all identified expectations.

__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	
__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	
__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	
__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	
__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	
__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	
__A___SR___AD___AF__DMPS__P **Expectation:**	**Outstanding**	**5**	
	Exceeds Expectations	**4**	
	Meets Expectations	**3**	
	Below Expectations	**2**	
	Unsatisfactory	**1**	

Ratings

Outstanding	= 23-25
Exceeds Expectations	= 19-22
Meets Expectations	= 15-18
Below Expectations	= 10-14
Unsatisfactory	= 9 or less

Final PR Rating_____

1. Goals and Objectives have been developed and discussed with employee? ___Yes ___No
2. Job duties and objectives have been discussed with employee? ___Yes ___No
3. Appropriate corrective action has been discussed with employee? ___Yes ___No

Additional Comments:

_____ _____

Employee Principal

_____ _____

Date Date

The Spence Institute of Leadership and Learning
Part 3: Quarterly Check Point

Employee Name: _____

Q1____Q2____Q3____Q4_____

Performance Feedback:
Employee Comment:
Feedback and status on resources, support and training:
Next Steps…

_____ _____
Employee Principal

_____ _____
Date Date

The Spence Institute of Leadership and Learning
Part 4: EOTY Performance Conference

Employee Name: _____

1. **Assess SMART Goals. Include documented explanation for 'No" responses.**

Goal	SMART Goal	Was this goal met?	
		Yes	No
1			
2			
3			
4			
5			

2. **Were requested resources, supports and training provided in a timely fashion? The Principal must provide documentation for "No" responses.**

Goal	Requested Resources, Supports and Training	Yes	No
1			
2			
3			
4			
5			

3. **Detail overall performance ratings. Provide related documentation.**

Quarter	Performance Review Rating	Total Pts	Additional Data Included
1			
2			
3			
4			

Summative Feedback:
Employee Comment:
Summative Feedback on Resources, Support and Training:
Next Steps…

_____	_____
Employee	Principal
_____	_____
Date	Date

The Spence Institute of Leadership and Learning
Part 5: Performance Improvement Plan (PIP)*

*****Required*** *for employees receiving an overall rating of* ***Unsatisfactory.***

Employee Name:_____ Position Title:_____
Department:_____ Review Period:_____

List the performance factor(s) from the Performance Review form that require attention and describe the specific improvement(s) needed for the employee to Meet Expectations.

Job Standards Requiring Improvement (Define the problem):
Specific Improvement Needed (Identify what needs to be done differently):
Steps to Achieve this Improvement (Training, equipment, feedback, timeline, etc.):
Employee Strengthens & Accomplishments (Include those which are relevant during this evaluation period. This should be related to performance or behavioral aspects you appreciated in their performance.)

Employee Comments:

:

Follow-up Discussions & Status:

(1) _____ Resolved: ☐ Yes ☐ No
Date

(2) _____ Resolved: ☐ Yes ☐ No
Date

(3) _____ Resolved: ☐ Yes ☐ No
Date

Signatures:

By signing below, I acknowledge that I have participated in the Performance Improvement Plan process and have received a copy of the plan.

(1)_____ _____
Employee's Signature Date

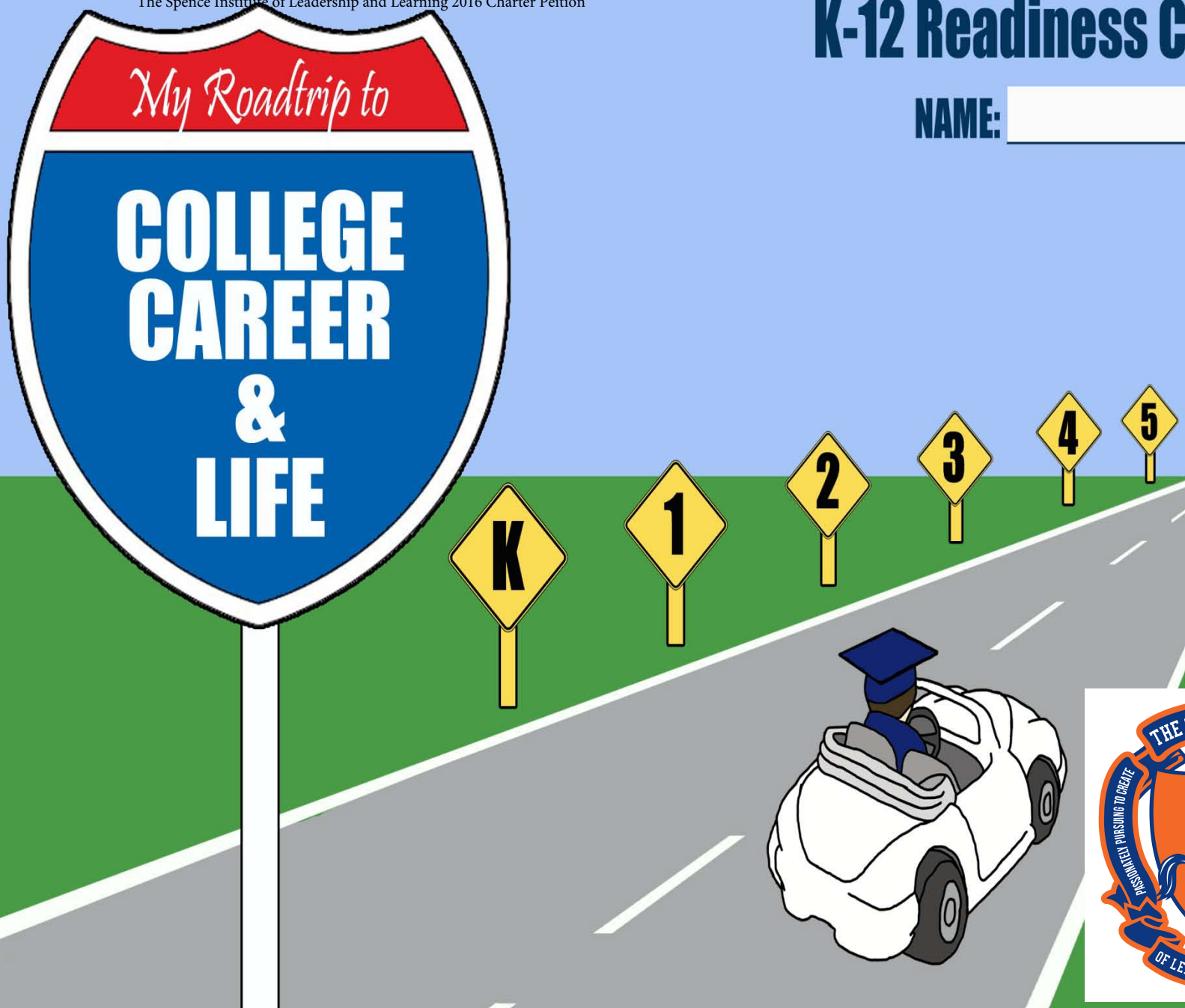
(2)_____ _____
Principal's Signature Date



Tab 11: College & Career Readiness Checklists

K-12 Readiness Checklist

NAME:



To be completed with an adult.

The Spence Institute of Leadership and Learning

KINDERGARTEN

I am ready for 1st Grade ☐

Academic Content and Behavior

☐ I have met the Kindergarten English Language Arts, Science, and Social Studies Standards.

☐ I have met the Kindergarten Mathematics Standards.

☐ When things seem difficult I keep trying.

Postsecondary and Career Awareness

☐ Visit a college campus.

☐ Read picture books about careers and select two that I like.

☐ Take a field trip with my family and talk about where we went and who works there.

☐ Enter and/or apply for one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

☐ With the help of an adult find out why physical activity is important and how much of it I need each day.
Resource:
http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

☐ With the help of an adult provide examples of good personal hygiene habits.
Resource:
http://kidshealth.org/kid/stay_healthy/index.html

☐ With the help of an adult name the five food groups and provide an example of each.
Resource:
http://www.choosemyplate.gov/

☐ Talk with my teacher about what a "goal" is.

☐ I have an adult at home, school or in my community that I can go to for help.

Financial and Civic Literacy

☐ Know the difference between a need and a want.

☐ Work with others in cleaning up the playground or school campus.

GRADE 1

I am Ready for 2nd Grade ☐

Academic Content and Behavior

☐ I have met Grade 1 English Language Arts, Science, and Social Studies Standards.

☐ I have met Grade 1 Mathematics Standards.

☐ Learn to finish tasks that I have started.

Postsecondary and Career Awareness

☐ Ask an adult one thing they know and/or like about college.

☐ Ask my teacher or family what a resume is.

☐ Explain in words or pictures what I want to be when I grow up.

☐ Take a field trip with my family and talk about who works there and what kinds of materials they use in their jobs.

☐ Enter and/or apply for one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml. or www.homeworkspot.com

Self-Management and Life Skills

☐ Engage in at least 60 minutes of physical activity daily.

Resource: http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

☐ With the help of an adult establish good personal hygiene habits daily.

Resource: http://kidshealth.org/kid/stay_healthy/index.html

☐ With the help of an adult eat healthy meals and snacks daily.

Resource: http://www.choosemyplate.gov/

☐ With the help of an adult find out the difference between a short-term and long-term goal.

☐ I have an adult at home, school or in my community that I can go to for help.

☐ I am fair and share with others.

Financial and Civic Literacy

☐ Explain the reasons for personal savings.

Resource: http://www.handsonbanking.org/en/

☐ Attend a community event with my family and talk about who was there and the purpose of the event.

GRADE 2

I am Ready for 3rd Grade ☐

Academic Content and Behavior

☐ I have met Grade 2 English Language Arts, Science, and Social Studies Standards.

☐ I have met Grade 2 Mathematics Standards.

☐ Try and learn new things on my own.

Postsecondary and Career Awareness

☐ Talk to an adult about colleges they like and why. Then locate these colleges on a map.

☐ Identify at least two local businesses in my community with my family and talk with business representatives about how they chose their careers.

☐ Enter and/or apply for one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml. or www.homeworkspot.com

Self-Management and Life Skills

☐ Engage in at least 60 minutes of physical activity daily.

Resource: http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

☐ Practice good personal hygiene habits daily.

Resource: http://kidshealth.org/kid/stay_healthy/index.html

☐ Eat healthy meals and snacks daily.

Resource: http://www.choosemyplate.gov/

☐ With support from an adult think of something I am interested in and set a goal that is achievable.

☐ I have an adult at home, school or in my community that I can go to for help.

☐ Treat others the way I want to be treated.

Financial and Civic Literacy

☐ Explain the costs and benefits of personal savings.

Resource: http://www.handsonbanking.org/en/

☐ Identify one thing that I am doing to help our planet.

GRADE 3

I am Ready for 4th Grade ☐

Academic Content and Behavior

☐ I have met the Grade 3 English Language Arts, Science, and Social Studies Standards.

☐ I have met Grade 3 Mathematics Standards.

☐ Keep a weekly assignment journal that is signed by my parents and teacher.

☐ With support from an adult identify academic areas where I need help and create action steps for improvement.

Postsecondary and Career Awareness

☐ Locate two careers at http://www.kids.gov/k_5/k_5_careers.shtml and provide an overview of each.

☐ Start building my resume by writing down my interests
Resource: https://www.careerkids.com/resumeSSL.php

☐ Enter and/or apply for at least one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

☐ Engage in at least 60 minutes of physical activity daily.
Resource:
http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

☐ Practice good personal hygiene habits daily.
Resource:
http://kidshealth.org/kid/stay_healthy/index.html

☐ Eat healthy meals and snacks daily.
Resource:
http://www.choosemyplate.gov/

☐ With support from an adult set a goal using the following steps: 1. Clearly define the goal. 2. Outline steps needed to achieve it. 3. Consider possible blocks to your goal and ways of dealing with them. 4. Set deadlines. 5. Measure and evaluate progress.

☐ I have an adult at home, school or in my community that I can go to for help.

☐ Discuss school issues and viewpoints with my family.

Financial and Civic Literacy

☐ Discuss with my family the costs and benefits of personal spending and saving choices.
Resource: http://www.handsonbanking.org/en/

☐ Identify 3 characteristics of my community.

GRADE 4

I am Ready for 5th Grade ☐

Academic Content and Behavior

☐ I have met Grade 4 English Language Arts , Science, and Social Studies Standards.

☐ I have met Grade 4 Mathematics Standards.

☐ Keep a weekly assignment journal that is signed by my parents and teacher.

☐ With support from an adult identify academic areas where I need help and create action steps for improvement.

Postsecondary and Career Awareness

☐ Locate two careers at http://www.kids.gov/k_5/k_5_careers.shtml and provide descriptions of each.

☐ Build my resume by writing down responsibilities I have had.
Resource: www.careerkids.com/resumeSSL.php

☐ Enter and/or apply for at least one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

☐ Engage in at least 60 minutes of physical activity daily.
Resource:
http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

☐ Practice good personal hygiene habits daily.
Resource:
http://kidshealth.org/kid/stay_healthy/index.html

☐ Eat healthy meals and snacks every day.
Resource:
http://www.choosemyplate.gov/

☐ With support from an adult set a goal using the following steps: 1. Clearly define the goal. 2. Outline steps needed to achieve it. 3. Consider possible blocks to your goal and ways of dealing with them. 4. Set deadlines. 5. Measure and evaluate progress.

☐ I have an adult at home, school or in my community that I can go to for help.

Financial and Civic Literacy

☐ Explain the importance of interest and how it is an incentive to saving money.
Resource: http://www.handsonbanking.org/en/

☐ Explain ways an individual can contribute to a community.

GRADE 5

I am Ready for 6th Grade ☐

Academic Content and Behavior

☐ I have met Grade 5 English Language Arts , Science, and Social Studies Standards.

☐ I have met the Grade 5 Mathematics Standards.

☐ Keep a weekly assignment journal that is signed by my parents and teacher.

☐ With support from an adult identify academic areas where I need help and create action steps for improvement.

Postsecondary and Career Awareness

☐ Locate two careers at http://www.kids.gov/k_5/k_5_careers.shtml and list the pathways and their requirements.

☐ Build my resume by writing down my best school skill.
Resource: www.careerkids.com/resumeSSL.php

☐ Enter and/or apply for at least one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

☐ Engage in at least 60 minutes of physical activity daily.
Resource:
http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html

☐ Practice good personal hygiene habits daily.
Resource:
http://kidshealth.org/kid/stay_healthy/index.html

☐ Eat healthy meals and snacks daily.
Resource:
http://www.choosemyplate.gov/

☐ With support from an adult set a goal using the following steps: 1. Clearly define the goal. 2. Outline steps needed to achieve it. 3. Consider possible blocks to your goal and ways of dealing with them. 4. Set deadlines. 5. Measure and evaluate progress.

☐ I have an adult at home, school or in my community that I can go to for help.

Financial and Civic Literacy

☐ Explain the use of cash, checks, money orders, debit cards and credit cards.
Resource: http://www.handsonbanking.org/en/

☐ Explain ways citizens are actively involved in the democratic process.

GRADE 6

I am Ready for 7th Grade ☐

Academic Content and Behavior

- ☐ I have met Grade 6 English Language Arts Standards.
- ☐ I have met Grade 6 Mathematics Standards.
- ☐ Ask a counselor and look for resources such as http://www.howtostudy.org/ for study tips.
- ☐ Keep a weekly assignment journal signed by my parents.
- ☐ With support from an adult identify academic areas where I need help and create action steps for improvement.

Postsecondary and Career Awareness

- ☐ Illustrate 10 words from College/Career Vocabulary list with a drawing or picture and create a sentence using each word.
- ☐ Build my resume by writing down any special achievements.
  Resource: www.careerkids.com/resumeSSL.php
- ☐ Enter and/or apply for at least one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

- ☐ Engage in at least 60 minutes of physical activity daily.
  Resource: http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html
- ☐ Practice good personal hygiene habits daily.
  Resource: http://kidshealth.org/kid/stay_healthy/index.html
- ☐ Eat healthy meals and snacks daily.
  Resource: http://www.choosemyplate.gov/
- ☐ With support from an adult set a goal using the following steps: 1. Clearly define the goal. 2. Outline steps needed to achieve it. 3. Consider possible blocks to your goal and ways of dealing with them. 4. Set deadlines. 5. Measure and evaluate progress.
- ☐ Consistently consider how my actions might affect others.
- ☐ I have an adult at home, school or in my community that I can go to for help.
- ☐ Keep a time log for 1 week and evaluate how I spend time.

Financial and Civic Literacy

- ☐ Compare the cost and benefits of using credit.
  Resource: http://www.handsonbanking.org/en/
- ☐ Display respect, responsibility, fairness and involvement.

GRADE 7

I am Ready for 8th Grade ☐

Academic Content and Behavior

- ☐ I have met the Grade 7 English Language Arts Standards.
- ☐ I have met the Grade 7 Mathematics Standards.
- ☐ Take good notes and review them.
- ☐ Take challenging courses.
- ☐ Keep a weekly journal of assignments signed by my parents.
- ☐ With support from an adult identify academic areas where I need help and create action steps for improvement.
- ☐ Ask a counselor and look for resources such as http://www.howtostudy.org/ for study tips.

Postsecondary and Career Awareness

- ☐ Illustrate 15 new words from College/Career Vocabulary list with a drawing or picture and create a sentence using each word.
- ☐ Build my resume by listing any jobs I have had.
  Resource: www.careerkids.com/resumeSSL.php
- ☐ Enter and/or apply for at least one scholarship contest in my age group at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

- ☐ Engage in at least 60 minutes of physical activity daily.
  Resource: http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html
- ☐ Practice good personal hygiene habits daily.
  Resource: http://kidshealth.org/kid/stay_healthy/index.html
- ☐ Eat healthy meals and snacks daily.
  Resource: http://www.choosemyplate.gov/
- ☐ With support from an adult set a goal using the following steps: 1. Clearly define the goal. 2. Outline steps needed to achieve it. 3. Consider possible blocks to your goal and ways of dealing with them. 4. Set deadlines. 5. Measure and evaluate progress.
- ☐ Check to see if something is true before saying it is so.
- ☐ I have an adult at home, school or in my community that I can go to for help.
- ☐ Keep a time log for 1 week and evaluate how I spend time.

Financial and Civic Literacy

- ☐ Describe the types of personal investments such as, saving accounts, stocks and bonds.
  Resource: http://fffl.ncee.net/activities/9-12/9-12.htm
- ☐ List the benefits of community service.

GRADE 8

I am Ready for 9th Grade ☐

Academic Content and Behavior

- ☐ I have met the Grade 8 English Language Arts Standards.
- ☐ I have met the Grade 8 Mathematics Standards.
- ☐ Take good notes and review them.
- ☐ Take challenging courses.
- ☐ Keep a weekly journal of assignments signed by my parents.
- ☐ With support from an adult identify academic areas where I need help and create action steps for improvement..
- ☐ Ask a counselor and look for resources such as http://www.howtostudy.org/ for study tips.
- ☐ Keep a folder of my best work.
- ☐ Visit the high school I will attend.

Postsecondary and Career Awareness

- ☐ Take a "college & career" readiness assessment.
- ☐ Attend a college fair.
- ☐ Start my ECAP (Education & Career Action Plan).
- ☐ Research short-term summer jobs at www.backdoorjobs.com
- ☐ Search www.collegeboard.org and/or http://www.youniversitytv.com/ for colleges that fit my interests.
- ☐ Illustrate 15 new words from College/Career Vocabulary list with a drawing or picture and create a sentence using each word.
- ☐ Complete my resume at www.careerkids.com/resumeSSL.php and print it out.
- ☐ Enter and/or apply for at least one scholarship contest at http://www.finaid.org/scholarships/age13.phtml or www.homeworkspot.com

Self-Management and Life Skills

- ☐ Engage in at least 60 minutes of physical activity daily.
  Resource: http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html
- ☐ Practice good personal hygiene habits daily.
  Resource: http://kidshealth.org/kid/stay_healthy/index.html
- ☐ Eat healthy meals and snacks daily.
  Resource: http://www.choosemyplate.gov/
- ☐ When I speak up for what I think is right make sure to show respect for others.
- ☐ I have an adult at home, school or in my community that I can go to for help.
- ☐ Keep a time log for 1 week, evaluate and make changes.
- ☐ Use social media/email appropriately.

Financial and Civic Literacy

- ☐ Create a personal budget that includes fixed and variable expenses.
  Resource: http://www.genirevolution.org/
- ☐ Look for an opportunity to volunteer within my community.

Tab 12:

Internal Strategic Plans for Special Populations

Strategic Plan for ELLs (Specially-Designed Learning at Tier 4)[1] ELL instructor and classroom teacher will collaborate on allotted tier time.

Tier 1 **6 wks**	➢ Set high, but reasonable expectations for learning ➢ Teach foundational reading skills that include phonics and phonemic awareness ➢ Create a print-rich environment with large posters of common vocabulary ➢ Assign bilingual and English buddies (across grade level, if available) ➢ Provide audio tapes and a wide variety of literature ➢ Allow students to use both native language and English at appropriate times ➢ Scaffold language that includes extensive paraphrasing[2]
Tier 2 **6 wks**	➢ Provide more intensive small group (3-6 students) reading instruction each day ➢ Combine oral language and reading instruction[3]
Tier 3 **3 wks**	➢ Seek out opportunities to co-teach with a bilingual specialist or ELL expert ➢ Organize intensive instruction to be given by a bilingual specialist or ELL expert ➢ Develop individualized reading instruction plan ➢ Consider contextual factors, If only minimal progress has been made (i.e. family, personal , classroom variables) [4]
Tier 4 **2 wks**	➢ Ensure that RTI data has been accurately prepared and ready for submission to the school's Student Support Team ➢ Consult with the Student Support Team on specialized programs, methodologies and or instructional deliveries ➢ Discuss the option of a comprehensive evaluation to discover unknown factors [5]
Additional Supports	✓ Form ELL Advisory Team ✓ Encourage ESOL Endorsement ✓ Provide on-going SIOP and cultural diversity training

Strategic Plan for Gifted & Talented[6] Gifted teacher and classroom teacher will collaborate on allotted tier time.

Tier 1 **3 wks**	➢ Form flexible groups by readiness, interest and/or learning profile ➢ Provide varied pacing of assignments and projects with anchor options ➢ Allow self-selection of books and journals
Tier 2 **3 wks**	➢ Implement tiered activities, assessments, centers ➢ Create authentic alternative assessments
Tier 3 **2 wks**	➢ Independent/directed study ➢ Consider advanced course/class placement
Tier 4 **1 wk**	➢ Consider whole grade acceleration
Additional Supports	✓ Form GATE Advisory Team ✓ Encourage Gifted Endorsement ✓ Provide on-going high ability instructional strategies training

[1] Retrieved on January 18, 2015 from http://archives.gadoe.org/DMGetDocument.aspx/Chapter%208%20section%208.2%20ESOL%20and%20RTI.pdf?p=6CC6799F8C1371F65C0C53E0B48353DED9D5121708D3B3ACB33699C47180FE23&Type=D

[2] Clarie, E. (1994). *Classroom Teacher's ESL Survival Kit #1.*Prentice Hall Regents.

[3] Jesess. J. (2004). Teaching English Language Learners K-12: A Quick-Start Guide for the New Teacher. Corwin Press, California.

[4] Jesess. J. (2004). Teaching English Language Learners K-12: A Quick-Start Guide for the New Teacher. Corwin Press, California.

[5] Retrieved on January 18, 2015 from http://archives.gadoe.org/DMGetDocument.aspx/Chapter%208%20section%208.2%20ESOL%20and%20RTI.pdf?p=6CC6799F8C1371F65C0C53E0B48353DED9D5121708D3B3ACB33699C47180FE23&Type=D

[6] Retrieved on January 18, 2015 from http://archives.gadoe.org/DMGetDocument.aspx/Chapter%208%20Section%208.3%20Gifted%20and%20RTI.pdf?p=6CC6799F8C1371F6696CF0914012FC23C52D4D10B0EE5A1A88E3AEE700B2124B&Type=D

Strategic Plan for Students with Disabilities, Socioeconomically Disadvantaged Students and Low-Performing Students[7],[8]

Tier 1 **6 wks**	Ensure that your standards-based classroom is an environment conducive to learning and self -expression by including: ➢ Clear expectations and goals for all students ➢ Differentiated Instruction ➢ Flexible groups ➢ Teacher-made charts for referencing ➢ Guided practice & modeling ➢ Multiple formative assessments
Tier 2 **6 wks**	If academic progress has been minimal, include the following in your lesson planning: ➢ Targeted and supplemental instructional resources ➢ Focused small group instruction ➢ Peer tutoring ➢ Increased frequency of progress monitoring of interventions ➢ Use student response to measure the effectiveness of the intervention ➢ Increased use of manipulatives, visuals and audio resources
Tier 3 **3 wks**	➢ Consult with colleagues to research and implement intensive instructional resources ➢ Create individualized learning plan that includes increased instructional time ➢ Continue progress monitoring and analysis of students response to interventions
Tier 4 **2wks**	➢ Ensure that RTI data has been accurately prepared and ready for submission to the school's Student Support Team ➢ Consult with the Student Support Team on specialized programs, methodologies and or instructional deliveries ➢ Comprehensive evaluation may be needed to determine additional educational needs
Additional Supports	✓ Form Student Support Team ✓ Encourage professional learning communities to strengthen ✓ Provide on-going RTI interventions, differentiated instruction and authentic assessment

[7] Retrieved on January 18, 2015 from http://archives.gadoe.org/DMGetDocument.aspx/Response%20to%20Intervention%20Student%20Achievement%20Oct%202011.pdf?p=6CC6799F8C1371F62E73B73604299B7B3848567EA4E6AC015A424285AAFF3923&Type=D

[8] Howard, M. (2009). *RTI From All Sides: What Every Teacher Needs to Know*. Heinemann, Portsmouth, NH.

Tab 13:

Extracurricular Partnerships

THE LUKE™ PROJECT

[redacted]

January 20, 2016

DeKalb County School District
Charter School Office
Administrative & Instructional Complex
[redacted]

Dear DeKalb County Charter School Officials,

My name is Jeff Gorman, I serve with The Luke Project. I am writing to express my support for The Spence Institute of Leadership and Learning.

The Luke Project, over the last fifteen years, has a history of serving more than 5,600 students throughout DeKalb County, Fulton County and Metro Atlanta and we proudly offer our support to The Spence Institute of Leadership and Learning. We provide summer camp, college prep courses and a comprehensive sports program for over 2,800 students from 22 charter schools. We provide flag football, cheerleading, dance teams, basketball and soccer for K – 8 student athletes.

I believe The Spence Institute of Leadership and Learning will continue to provide a valuable and necessary option for parents and students who reside in DeKalb County. I believe that The Spence Institute of Leadership and Learning will focus on a highly structured and rigorous college preparatory academic environment providing the tools necessary for students to excel and become productive citizens. The Spence Institute of Leadership and Learning will provide strategic and excellent instruction in the classroom and will continue the character building process on the field and on the court through LukeSports.

The Luke Project is dedicated to ensuring the success of The Spence Institute of Leadership and Learning. We support this endeavor and we will continue to provide assistance and support to establish continued success. The Luke Project is eager to work closely with Tomiko M. Thompson and the entire Spence Institute of Leadership and Learning team. I anticipate you will approve the charter application for The Spence Institute of Leadership and Learning thus expanding the educational opportunities for the children in DeKalb County where I grew up and spent my first 24 years of life.

Sincerely,

Jeff Gorman
President, The Luke Project, Inc. – Atlanta, GA

[redacted]



Ms. Tomiko M. Thompson, Ed.S, Founder
The Spence Institute of Leadership and Learning
[redacted]

April 27, 2015

Dear Ms. Thompson:

Thank you for reaching out in regards to exploring the opportunity for collaboration between the Robert W. Woodruff Arts Center, Inc. (the "Woodruff Arts Center") and your developing charter school, The Spence Institute. I enjoyed the opportunity to speak with you last week to learn more about your vision to build an academic community rooted in service learning, an extended school day, Saturday school, and classes in Craft & Design and Public Speaking.

Home to the Alliance Theatre, the Atlanta Symphony Orchestra, and the High Museum of Art, the Woodruff Arts Center offers an array of arts education programs including professional learning for teachers, on-site visits for students, and in-school workshops and residencies led by professional teaching artists. From its very origins, the Woodruff Arts Center has made arts education a central part of its mission.

I look forward to continuing to explore how the Woodruff Arts Center's education programs may best support the arts education mission and vision of your school. I can be reached at [redacted]

Sincerely,

Liz M. Davis

Liz Davis, Manager of School & Community Partnerships
Arts for Learning, Woodruff Arts Center

Grace Masters Toastmasters Club #1475033

The Spence Institute of Leadership and Learning
Attn: Ms. Tomiko M. Thompson, Ed.S, Founder
[redacted]

May 11, 2015

Dear Tomiko,

It was a pleasure speaking with you regarding the prospective partnership between the school and our Toastmasters club. Our club is excited about the starting of the school and the partnership. Our Toastmasters mission is to provide a supportive and positive learning experience in which members are empowered to develop communication and leadership skills, resulting in greater self-confidence and personal growth. We have seen these skills improve greatly in the members of the club and are certain that what the club and Toastmasters has to offer will be a big leap in the right direction for the students who will attend the school and for the teachers.

Our club looks forward to the opportunity to serve the school and the community in this capacity. It will definitely be beneficial. Please feel free to contact us and attend any of our meetings in the meantime to further our discussions about the partnership.

Sincerely,

Stacey L. Green

Stacey L. Green, CC
President, 2014-15
Grace Masters Toastmasters

Tab 14:
High Performance Organization (HPO) Phase Plan

HPO PHASE PLAN

THE SPENCE INSTITUTE OF LEADERSHIP & LEARNING 2016 CHARTER PETITION

Tomiko Thompson , Ed.S
FOUNDER | THE SPENCE INSTITUTE OF LEADERSHIP & LEARNING

RE: Thank You!!

André De Waal [redacted]

Sent:
12/28/2015 2:21 AM

[redacted]

Dear Tomiko,

Thank you very much for your mail. I am very happy that my work and book can help you achieve a high performance educational institution. As I am a teacher myself, at a business school, I am passionate about teaching and learning myself. To help you further along I have attached an article on HPO in Education, this article will be published officially in a journal at the beginning of 2016 but I can share it already with you. And yes, you have permission to display the HPO factors and logo upon Spence Institute's opening in August 2017. Just send us some pictures of it!

Best regards,
Andre de Waal

[redacted]
Verzonden: zondag 27 december 2015 15:41
Aan: André De Waal
Onderwerp: Thank You!!

Dr. de Waal,

From the first moment I walked into a classroom, nearly 20 years ago, I knew that I wanted to be in the best position to the most for teachers. Through the years I've lead with one formula, "People+ Performance = Products". As leaders, we must first establish healthy relationships, provide substantial resources and in doing so it can and will lead to improved performance, thus yielding an optimal product.

Hundreds of students, colleagues and administrators later, I am working with a team to open a charter school in Atlanta, GA. The Spence Institute of Leadership and Learning was created to reawaken an educational atmosphere that is focused on creating and enhancing effective teachers. We firmly and whole-heartily adopt the notion that the education of a child cannot be enriched without first cultivating the education and effectiveness of teachers. The Spence Institute seeks to create a culture that evokes productivity, passion, and excitement. The creation of that culture will be established when we provide teachers with the needed resources, training, and support to make informed instructional decisions based upon academic data what will result in individualized and differentiated support for all students.

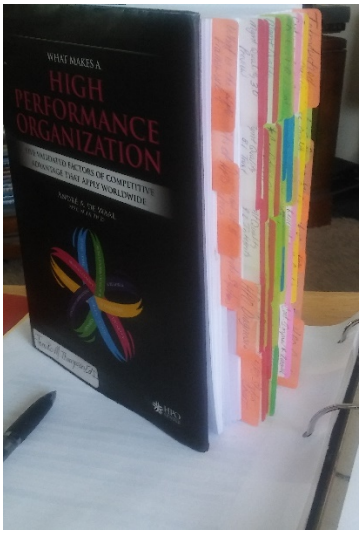
During the early developmental stages of our petition, I set out on plan to begin drafting how our future leadership team could best present and execute our organizational tenets of Open Communication, Impactful Relationships, Data-Driven Purpose, Shared Leadership, and Professional Development. I pleasantly stumbled upon the HPO Center website. I must have clicked on every page with a growing confidence that our school was already headed in the right direction. I ordered the book, read it in its entirety and excitedly tabbed almost everything!

The HPO Factors clearly mirrors our organizational tenets and it provides not only an articulated plan for execution, but it is a detailed canvas for what we want our school culture to resemble at the end our first charter term. We are currently revising our petition to include an introduction of the HPO factors and a synopsis of how we will use the High Performance Organization Framework to build an organization that is centered on self-efficacy, retention and motivating teachers while creating a rich and fertile foundation for our students to learn, grow and flourish.

We firmly believe that that we have a very unique blueprint, one that has the greatest potential to create relationships, systems, and procedures. "*What Makes a High Performance Organization: Five Validated Factors of Competitive Advantage That Apply Worldwide*" will be our first professional book study. Therefore, your guidance/counsel on utilizing your philosophy within our educational setting would provide a solid foundation to developing and sustaining a high performance organization that is dedicated to fostering and nurturing global citizens. We would graciously request permission to display the HPO factors and logo upon Spence Institute's opening in August 2017.

While other organizations are using this book to become a HPO, at Spence will use these factors to create one. Thank you so much for writing a book that is insightful and innovative!

I have included a picture of my recently purchased book.



Tomiko M. Thompson, Ed.S, Founder
The Spence Institute of Leadership and Learning
[redacted]

"Passionately pursuing to create generations of globalized citizens."

Attachments:

- Academy of Educational Leadership Journal - 2015 - HPHEI - Waal & Kerklaan.pdf

HPO Phase Plan



THE 5 STRANDS OF SUCCESS



Phase: Introduction
Time: 90 days (Year 1 QTR 1)
Focus: Creating Awareness and Buy-in
Priority Actions:

1. Convey the need for a HPO to everyone in the school by defining and articulating a succinct and compelling reason for the establishment.
2. Paint an appealing picture of the future of the school as a HPO.
3. Translate the vision as an HPO to each leadership department.
4. Make the development of an HPO the most important priority for the entire school.
5. Establish a HPO Design Team.

Initial Products	Priorities & Processes	People	Resulting Products
One copy per staff member- What Makes a High Performance Organization: Five Validated Factors That Apply Worldwide (de Waal, 2015)	Define High Performance Organization (HPO) Examine & Dissect High Performing Schools & Organizations Introduce HPO Factors Defining HPO Across Leadership Departments Post assess knowledge and purpose of HPO	Presenter: Principal Establish a HPO Design Team (Members from each leadership department should be represented) Developers: IT Team, Executive Leadership Dept. & HPO Design Team	95% of staff support of the HPO vision as demonstrated in the HPO Post Assessment Introduce the HPO Design Team to the school community Publish on the school's website a faculty video that details the school's journey to an HPO

Next Steps: Connect this new knowledge to the school's organizational goals.

Introduction Phase Activities & Questions:

1. Which organizational goals (HPO factors) can be directly impacted by your leadership effectiveness?
2. What targets will your leadership department work to achieve?
3. What resources are needed to ensure your leadership department is successful in meeting our targets?
4. Determine a meeting schedule for your leadership department.
5. Establish spokesmen and data reporters (on a rotating basis) for your leadership department.

Phase: Preparation
Time: 30 days (Year 1 QTR 2)
Focus: Creating The Right Conditions
Priority Actions:

1. Share the core competencies with accompanying patterns of behavior, which are required to get to and stay a HPO.
2. Share department plan that details goals, measures and targets.
3. Continuously train the school in HPO.
4. Establish and execute a tailored communication strategy, to create shared expectations and report progress.
5. Establish 'the tone at the top'.

Initial Products	Priorities & Processes	People	Resulting Products
Summary of each leadership department's impact on organizational goals Articulate targets from each leadership department Resource Summary	HPO Design Team Members will meet with their respective Dept. and determine a communication strategy to create shared expectations and report progress Create Spence University HPO courses that on-going and introductory in nature Executive Leadership Dept. will develop a key set of deed and behavior principles	Presenters: Leadership Department Spokesmen & Data Reporters	Leadership Department Presentations: Communication Strategy First 90 Day Data Report Introduction of Spence University Courses and Presenters Deed & Behavior Principles

Next Steps: Based upon the HPO factors that your leadership department chose to focus on during the Introduction Phase, begin gauging your level of execution toward your articulate targets.

Preparation Phase Activities & Questions:

1. Create an HPO intranet: Collaborate with IT team to develop an HPO extension from the school's website where staff can post questions and ideas on which management responds.
2. Take inventory of resources needed for successful execution of targets.

Phase: Execution
Time: 7 months – 3 years (Year 1 QTR 2-End of Year 3)
Focus: Improving the HPO Factors
Priority Actions:

1. Obtain performance feedback from stakeholders.
2. Choose a sequence of attention points to be addressed based upon performance feedback.
3. Begin Execution Plan immediately.
4. Start creating a culture of dialogue and cooperation.
5. Regularly discuss the progress toward becoming a HPO.

Initial Products	Priorities & Processes	People	Resulting Products
Deed & Behavior Principles Revisit Resource Summary	Each leadership department will develop a performance status survey to obtain feedback from stakeholders at the conclusion of each semester. Each leadership department should begin their respective execution plan immediately Develop a HPO forum that nurtures dialogue and cooperation	Presenters: Leadership Department Spokesmen & Data Reporters Developers: IT Team, Executive Leadership Dept. & HPO Design Team	Attention points are drawn from stakeholder surveys & shared with the school Coffee @ The HPO Roundtable: A monthly, web-based, interactive exchange of celebrations, suggestions and progressive results

Next Steps: Based upon stakeholders' survey results, provide suggestions for change management experts to visit Spence and meet with respective leadership departments.

Execution Phase Activities & Questions:

1. Conduct HPO monthly fellowship lunches/dinners with individual leadership departments to discuss department performance and progress.
2. Give out HPO log books. Have department members to jot down their experiences on the HPO journey.

Phase: Perseverance & Arrival Phase
Time: 3+ years (Year 4 & Year 5)
Focus: Setting New Goals for the HPO Factors
Priority Actions:

1. At the conclusion of Year 4, complete a HPO Diagnosis to determine the school's status as a HPO.
2. Use survey results to set new HPO Factor goals for Year 5.
3. Include in charter renewal summary of HPO journey and new goals.
4. Celebrate achievements and set increasingly higher goals and targets.
5. Complete a second HPO Diagnosis at the conclusion of Year 5
6. Next Phase: Begin developmental phase for creating High Performance Partnerships (HPP).

Initial Products	Priorities & Processes	People	Resulting Products
Deed & Behavior Principles HPO Logs HPO Department Data Reports	Develop & Implement HPO Year 4 Diagnosis Create a tentative listing of survey results. Each leadership department member can add additional results based up HPO log. Organize HPO Achievement Event Brainstorm high performance partnerships across leadership departments	Developers: HPO Design Team Presenters: Leadership Department Spokesmen & Data Reporters	Present Year 5 HPO Factors Goals HPO Achievement Event-Recognize Change-Makers Present Development Phase for High Performance Partnerships (HPP)

Next Steps: At the conclusion of Year 5, include in charter renewal new organizational goals based upon HPO Diagnosis results. Present purpose and goals for High Performance Partnerships.

Perseverance & Arrival Phase Activities & Questions:

1. Offer HPO Learning Impulses: short learning sessions on HPO characteristics which provide new motivation and energy to the participants.
2. Organize HPO intake sessions: Conduct training sessions for new staffers about the HPO Framework, results of the HPO Diagnosis Year 4 and the progress toward Year 5 HPO goals.

Tab 15: Governance Matrix

Charter School Governance Decision-Making Matrix

School Name (District):	NGB Authority	Actual NGB Authority and *How* and *When NGB* Authority will be Implemented	School Mgmt Authority	*Actual Mgmt Authority and How* and *When* Mgmt Authority will be Implemented
Personnel Decisions	Examples include: select the principal or school leader, evaluate the school leader (LKES), and have control over ALL hiring decisions, transfers, promotions, demotions, lateral moves, and termination of all faculty and staff	*Establish hiring, grievance, transfer, evaluation, and other personnel procedures, Approve hiring of School Principal, Evaluate the school leader using the Georgia Department of Education's Leader Keys Effectiveness System (LKES), (Starting upon charter approval 2016)*	Examples include: Input on principal and faculty goals, feedback on principal and faculty performance, evaluation of teachers (TKES), type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions	*The day to day management of the Charter School will be given to the School Leader (Principal) hired by the Governing Board. Responsible for hiring, managing, terminating and evaluating instructional and non-instructional staff, Attending board meetings fully prepared to make presentations or provide information . (Upon hire date)*
Financial Decisions and Resource Allocation	Examples include: Establish compensation model including salary schedules, bonus or performance based increases,etc., set budget prioritites that are aligned with school improvement plan, final school budget approval, establish financial policies and standard operating procedures	*Review and approve annual budget, Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year, Work with the CFO, Principal and other staff to establish financial goals and policies. Work to secure funding and grants to support the school, Follow all generally accepted accounting principles (GAAP), Order a yearly audit of finances by an outside accounting firm. (Starting upon charter approval 2016)*	Examples include: input into the recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	*Provide input to the Governing Board for the budget, Manage the school's budget, Work with board, staff, students, families and communitity on fundraising strategies and opportunities. (Upon hire date)*
Curriculum and Instruction	Examples include: final selection of instructional delivery model, final selection of curriculum, including any changes in curriculum as needed to improve student achievement, establish additional graduation requirements	*Final approval of curriculum materials, Review monthly academic performance report*	Examples include: recommend curriculum and accompanying materials consistent with school's "Essential and Innovative Features" in charter contract, determine whether certification will be required, plan professional development for staff, recommend additional graduation requirements	*Prepare monthly academic performance report for Board, Serve as the chief instructional leader, Provide recommendations for curriculum materials, Oversee on-site teacher development and curriculum center, "Spence University". (Upon hire date)*
Establishing and monitoring the achievement of school improvement goals	Examples include: approve school improvement plan and provide oversight of its implementation, hold principal accountable for implementation and timeline, evaluate success and make revisions as needed	*Develop the Long range strategic plan,Hold an annual strategic planning and review process that will review and update the school's short- term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the SIP, Supervise the preparation of the annual school performance report to the District and the community (Starting upon charter approval 2016)*	Examples include: recommend school improvement plan, hold faculty and staff accountable for implementation and timeline, evaluate success and recommend revisions as needed	*Developing a professional development plan aligned to data and the school's academic and operational goals, Oversee curriculum and assessment development, as well as school-wide data analysis, Ensure compliance with state and local policies (upon hiring date)*

School Operations	Examples include: input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures and handbooks, establish work schedule and school calendar	*Final approval on staff work schedules and yearly school calendars, Attend school functions and to make an effort to play a public role in the school and to build relationships, Take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board member. (Starting upon charter approval 2016)*	Examples include: recommend professional development vendors and resources, manage day to day human resources recommend school calendar, recommend co-curriculur and extracurriculur activities	*Manages and administers human resource policies related to employment, sick leave, and benefits package, Oversee on-site teacher development and curriculum center "Spence University", oversite of all on-site school bsed activities. (Upon hire date)*
***The LBOE retains its constitutional authority**				

Tab 16: Certificate of Incorporation

Office Of The Secretary Of State
Corporations Division

Brian P. Kemp
Secretary Of State

Chauncey Newsome
Director

Articles Of Amendment Of Articles Of Incorporation

Article One

The Name Of The Corporation Is:

Spence Academy for the Liberal Arts, Inc.

Article Two

The Corporation Hereby Adopts The Following Amendment To Change The Name Of The Corporation. The New Name Of The Corporation Is:

The Spence Institute of Leadership and Learning, Inc.

Article Three

The Amendment Was Duly Adopted By The Following Method (choose one box only):

☐ The amendment was adopted by the incorporators pursuant to O.C.G.A. §14-3-1002.
☐ The amendment was adopted by a sufficient vote of the members of the corporation.
☑ The amendment was adopted by the board of directors: (choose one additional box below)
a) ☐ With member approval
b) ☑ Without member approval as member approval was not required.

Article Four

The Date Of The Adoption Of The Amendment Was:

10/30/2014

Article Five

The Undersigned Does Hereby Certify That A Notice To Publish The Filing Of Articles Of Amendment To Change The Corporation's Name Along With The Publication Fee Of $40.00 Has Been Forwarded To The Legal Organ Of The County Of The Registered Office As Required By O.C.G.A. §14-3-1005.1

IN WITNESS WHEREOF, the undersigned has executed these Articles Of Amendment

On 10/31/14 _____ President
(Date) (Signature And Capacity in which signing)

Form CD 110

Control No.: [redacted]

STATE OF GEORGIA

Secretary of State
Corporations Division
313 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, **Brian P. Kemp,** The Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

Spence Academy for the Liberal Arts, Inc.
a Domestic Non-Profit Corporation

is hereby issued a CERTIFICATE OF INCORPORATION under the laws of the State of Georgia on **June 16, 2014** by the filing of all documents in the Office of the Secretary of State and by the paying of all 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 June 16, 2014

Brian P. Kemp
Secretary of State

Tracking #: AWa9tip4

Tab 17: Governing Board Resumes

Kelly M Campbell
[redacted]

Education:

M.Ed. 2006	Kennesaw State University Educational Leadership
M.Ed. 1991	Florida State University Interrelated Special Education
B.S. 1990	Florida State University Interrelated Special Education

Certificates and Endorsements:

T-5	Special Education (K-12) Interrelated (Currently highly qualified in all academic areas)
T-5	Middle School Science/Social Sciences (4-8)
S-5	Teacher Support Specialist
L-5	Educational Leadership

Employment History:

2009-Present	**Volunteer**
2008-2009	**Assistant Principal,** Imagine International Academy of Mableton
2007-2009	**School Developer,** Imagine Schools Non Profit, Georgia 368 Wright Street Marietta, GA 30064 Position: School Developer, Special Ed Director, Legislative Liaison, Liaison for Local Boards of Education. Wrote and presented charter petitions in five metro- area districts. Lead numerous community and town hall meetings. Developed budgets and pro formas, in charge of all advertising and website development. Developed and audited curriculum compliance checklists. Hired and fired personnel
2007-2009	**Regional Director**, Lesley University 29 Everett Street Cambridge, MA 02138 Position: All recruitment of graduate students in the Southeast Region, Manage a team of 50+ site coordinators, Oversee yearly budget for personnel, travel, and advertising.

2005–2006	**Special Education Teacher/ESOL Teacher**, Cherokee County Board of Education - Freedom Middle School 10550 Bells Ferry Road Canton, GA 30114 Position: Special Education Interrelated Resource Teacher/SST Chairman/Beginning Educator Support Training (BEST)Chairman/Secretary of School Council
2000-2004	**School Board Chairman**, Cherokee County Board of Education 110 Academy Street Canton, GA 30114 Position: School Board Member - 2001-2004, Chairman - 2004
2001-2004	**Teacher**, The Walker School Cobb Parkway NE Marietta, GA 30062 Position: 5th Grade Science/English Teacher
1992-2000	**Self-Contained BD Teacher**, Cherokee County Board of Education - Oak Grove Elementary and Chapman Elementary 110 Academy Street Canton, GA 30114 Position: Special Education Self-Contained Behavior Disorders Teacher

Leadership Experience:

2005-2006	Chairman of the Student Support Team (SST), Chairman of the Mentoring Team (BEST), Secretary of the Freedom Middle School Council
2004	Chairman of the Cherokee County Board of Education
2003-2004	Federal Relations Network Specialist (Lobbyist), National School Board Association, Washington, D.C.
2001-2004	Board Member, Cherokee County Board of Education
2003-2004	Graduate, Cherokee Leadership
1999-2000	Graduate, Coverdell Leadership Institute

Professional Memberships:

Association for Supervision and Curriculum Development
National Association of Elementary School Principals (NAESP)
National School Board Association (NSBA)
Georgia School Board Association (GSBA)
Professional Association of Georgia Educators (PAGE)
Georgia Charter Schools Association (GCSA)

CATHY MABRY

[redacted]

OVERVIEW

Committed to academic excellence and creating an environment conducive for learning. Possessed high expectations for teachers and students, looking beyond each child's face and seeing the dreams and aspirations inside. While an elementary school administrator, I served as a mentor to students, spending many hours working to address their mental, physical, social, and educational needs. Diplomatic and tactful with professional and non-professionals at all levels. Flexible and versatile – able to maintain a sense of professionalism under pressure. Poised and confident with demonstrated ability to transcend cultural differences. Thrives in deadline-driven environments and appreciates accountability.

Areas of strength include:

- Organizational Skills
- Team Builder
- Mentoring and Training Teachers
- Communication Skills
- Time Management Skills
- Working with Parent Groups

EDUCATION

- Lithonia High School, Lithonia, GA (1969)
- University of Georgia, Athens, GA, (B.A. Sociology, 1969-1973; 1975)
- Oglethorpe University, Atlanta, GA. (M.A. Education, 1986-1990)
- Georgia State University - (Educational Leadership and Supervision {L-5}, 1995-1997)

PROFESSIONAL EXPERIENCE

I have served in the position of Paraprofessional, Classroom Teacher and Assistant Principal

- Toney Elementary School, Decatur, GA (Paraprofessional)
- Leslie J. Steele Elementary School, Atlanta, GA (Teacher, 1984)
- Hooper Alexander Magnet Elementary School, Decatur, GA (Teacher; Acting Assistant Principal, 1984-1997)
- Edward L. Bouie, Sr. Elementary Traditional Theme School, Lithonia, GA (Teacher, 1997-1999)
- Fairington Elementary School, Decatur, GA (Assistant Principal, 1999-2010)

ACCOMPLISHMENTS

- Teacher of the Year, Hooper Alexander School, DeKalb County School District, 1988-1989
- Served on following committees: Strategic Planning for School Improvement; Leadership; Textbook Committee; and Curriculum Revision Committee.
- Teacher Forum Representative
- Chairperson and one of the founders of *Sisters of the Circle,* 1997

AWARDS, HONORS, AFFILIATIONS, SPECIAL INTERESTS

- Biblical Studies Degree, Faith Bible Institute
- Women's Ministry, Antioch Baptist Church, Lithonia GA
- Citizens for a Healthy and Safe Environment (CHASE)
- DeKalb County Judicial Citizen Panel Review Program
- Writing poetry, photography
- NAACP, Zeta Phi Beta Sorority, Habitat for Humanity Partners Council

REFERENCES PROMPTLY FURNISHED UPON REQUEST

Graylin A. Mitchell

[redacted]

Education

2011 MPH, A.T. Still University
2001 BS Medical Technology, Armstrong Atlantic State University
2000 Phlebotomy Certification, Medix School
1999 BS Biology, Kennesaw State University

Professional Experience

2012 – Present: Health Scientist, Centers for Disease Control and Prevention (CDC); Atlanta, GA.

- Provide technical guidance with respect to the Clinical Laboratory Improvement Amendments of 1988 (CLIA) and clinical laboratory testing in response to inquiries posed by the Centers for Medicare & Medicaid Services (CMS), the Food and Drug Administration (FDA), other government agencies, and the public.
- Develop, evaluate, and revise CLIA standards and voluntary guidelines for laboratory quality improvement by preparing technical documents and reports for publication, presentation, and briefings.
- Provide coordination and support of evaluation efforts in the interest of medical laboratory quality improvement. This includes collecting data (from various external agencies and database resources), conducting assessments, surveys, and evaluations to analyze issues related to medical laboratory quality improvement and providing a written analysis to the project manager.
- Assist with the development of a Public Health LOINC Order Code test list to support the Office of the National Coordinator (ONC) Standards and Interoperability (S&I) Framework initiative through the following: identifying resources for published or publically-vetted LOINC coded public health data; organizing public health test lists received from CDC and the Association of Public Health Laboratories (APHL); comparing data, removing duplicates, identifying orderable tests and panels; posting public health test list on S&I wiki site; and leading wiki public list discussions, responding to workgroup comments, and finalizing Public Health a LOINC Order Code test list for publication.

2005 – 2012: Biologist, **2003 – 2005: Research Associate**, Battelle (CDC), **2002 – 2003: ORISE Fellow**, CDC; Atlanta, GA.

- Develop, refine, and revalidate methods used for quantification of inorganic toxicants (arsenic, copper, iodine, manganese, mercury, selenium, vanadium, and zinc) in various biological matrices using different types of mass spectrometry. Duties included performing quantitative analysis, formulating research plans, conducting experiments, interpreting/evaluating results, and presenting research in both oral and written forms. Written forms include agendas, tables, graphs, method papers, manuscripts for instructional training materials (videos/pamphlets/online data coordination), and scientific manuscripts for publication.

- Routinely analyze patient urine and blood samples using high complexity ICP-DRC-MS methods as part of the National Health and Nutrition Examination Survey (NHANES) and other biomonitoring studies and emergency response activities.
- Responsible for quality control data review of NHANES (National Health and Nutrition Examination Survey) and various epidemiological aid sample results for heavy metals in urine and serum matrices.
- Train branch laboratory personnel on ICP-MS technology and methods.
- Facilitate the development, revision, promotion and evaluation of CLIA for the branch.
- Serve as a member of the Division of Laboratory Sciences Chemical Exposure Response Team, which responds to chemical/radiological exposures in support of NCEH and CDC.
- Global and domestic field study experience in providing phlebotomy and training to deploying scientific and non-scientific personnel, on-site collection of samples (blood and urine) in a supervisory and non-supervisory capacity directly related to studies for the CDC and other federal agencies.

1998 – 2001: Medical Technologist and Phlebotomist, Various Hospitals, GA.

- Perform venipuncture on patients.
- Analyze patient and quality control samples (blood and urine) using the following laboratory procedures: microbiology, hematology, serology, and urine analysis.

Publications

Astles, J.R., Stang, H., Alspach, T., Mitchell, G., Gagnon, M., Bosse, D. CLIA Requirements for Proficiency Testing: the Basics for Laboratory Professionals, 2013, Medical Laboratory Observer, 45(9):8-10.

Caldwell, K.L., Miller, G.A., Wang, R.Y., Jain, R.B., Jones, R. Iodine Status of the U.S. Population, National Health and Nutrition Examination Survey: 2003-2004, 2008, Thyroid, 18:1207-1214.

Albalak, R., Caldwell, K.L, Jones R.L., Miller, G.A. Inorganic Mercury Determination in Whole Blood Using On-line Microwave Digestion with Flow Injection Mercury System (FIMS), 2005, Atomic Spectroscopy, 26:234-240.

Invited Talks, Workshops, and Meetings

Tevis, D.S., Jarrett, J.M., Jones, D.R., Shakirova, G., Mitchell, G., Mullinix, N. et. al. Stability of Elements in Whole Blood and Urine as Functions of Temperature and Concentration, Centers for Disease Control and Prevention, Inorganic and Radiology Analytical Toxicology Branch, Atlanta, GA. 2012 Winter Plasma Spectrochemistry Conference, Tucson, Arizona, 2012.

Verdon, C., Fresquez, M., Miller, G., Piraner, O., Jones, R., Caldwell, K. Mercury "Speciation of Whole blood by ICP"; 2008 Winter Plasma Spectrochemisty Conference, Temecula, California, 2008.

Miller, G., Hartel, J. "Proficiency Testing: Problems and Solutions"; Southeast Regional Meeting of the American Chemical Society, Atlanta, Georgia, 2003.

Membership in Professional Societies:

International Academy of Phlebotomy

William Mitchell

[redacted]

Executive Profile

An experienced result-oriented leader with proven expertise in strategic planning, continuous improvement, and developing others. Extensive knowledge and experience in (a) tracking, analyzing, and improving KPI's; (b) Utilizing my experience and influence to foster internal and external relationships throughout the Marmaxx network resulting in consistent and more efficient procedures.

Experience

2013-Present Merchandise Control Manager-Marshalls Distribution Center (Decatur GA)

- Partner with operational management team to review, discuss and execute daily priorities and business goals
- Partner with operational team and home office planning to improve merchandise flow, reduction of damages and shrink
- Provide continuous education of Marmaxx Best Practice to ensure tenured associates and new hires are aware of the expectations
- Partner with MC's and operational team to provide store visits to assess the level of service that the DC provides. Provide recaps to the operations team
- Ensure execution of LPR's, RTV's
- Partner and communicate special project opportunities and ensure that they are executed accordingly
- Encourage the MC staff to challenge building decisions to ensure execution of business objectives
- Manage direct staff of 2 Supervisors, 4 MC's and 1 Admin. Indirectly 4 MC's

2011-2013 Engineered Standards AOM-Marshalls Distribution Center (Decatur GA)

- Leveraged often as a Network Engineered Standards resource
- Collaborated with DC Management and Union Leadership during Union Negotiations to implement Incentives
- Utilizing Excel and PowerPoint, created documents to ensure Engineered Standards sustainability for the DC
- Partnered with Atlanta IE as it pertained to ES Standards and processes
- Collaborated with DC operations team to develop Engineered Standards Methods and process improvements

2008-2011 Area Operations Manager-Marshalls Distribution Center (Decatur GA)

- Responsible for managing production volume within a well-organized, safe, union environment, while maintaining quality standards, in the most cost efficient manner
- Utilized AS400 and Red Prairie to ensure DC goals were achieved

- Manage and actively develop 4 salaried direct reports with 110 union indirect reports
- Ensured processes and procedures were adhered to key Performance Indicators(KPI's) oph ,turntime, quality were met
- Utilized the DC Mentorship program to influence others internally and externally
- Fiscally responsible for staffing and plans
- Coaches and counsels with integrity

2007-2008 Engineered Standards Trainer (Supervisor)-Marshalls Distribution Center (Bridgewater VA)

- Utilized documented Methods and Standards to assess the associates understanding and comprehension of each process and share this information with the ES team and the DC Management team
- Provided 'on the floor' support for the Management team and Union associates, provided appropriate information on their preferred methods and assisted the ES team with validating the methods in all Departments of the Bridgewater DC
- Developed PowerPoint Presentations and visual aids and cascaded the information to the Supervisors
- Collaborated with DC operations team to develop Engineered Standards Methods and process improvements

2004-2006

Shoe Department Supervisor-Marshalls Distribution Center (Decatur GA)

- Facilitated the transfer of the entire Shoe Department Relocation Project.
- Repositioned Shoe department with no loss of production and no negative impact on receiving or turn time standards.
- Met all Key Performance Indicators (KPI's) during the relocation process.
- Exceeded Shoe Department planned production output by 6% for the first 6 months.
- Consistently recognized as one of the top shoe processing departments in the Marmaxx organization.
- Supervise 33 union associates.
- Achieved zero OSHA recordable accidents year to date.

2002-2004 Garment on Hangers Department Supervisor –Marshalls Distribution Center (Decatur GA)

- Selected to implement procedures and supervise newly constructed bi-level semi-automated department within the Distribution Center.
- Trained associates, supervisors, and managers on area procedures and standards.
- Within 6 months achieved or exceeded newly established goals. (Goal 70-actual 72 oph)
- Partnered with senior management to develop future goals and standards for the new department.
- Achieved zero OSHA recordable accidents.

2001- 2002 Annex Facility Supervisor-Marshalls Distribution Center (McDonough GA)

- Selected to manage all facets of a newly leased 200,000-sq. ft. distribution

facility at an off-site location 35 miles south of the Decatur DC.
- Received, processed, stored and tracked merchandise utilizing all functions of the AS400 system.
- Communicated daily with senior management; these updates included pertinent information relating to daily forecasts, traffic timeliness, inventory levels, and staffing concerns.
- Responsible for training associates on all building procedures, work methods, and product knowledge.
- Partnered daily with Decatur DC's Receiving department and Human resource department.
- Achieved zero OSHA recordable accidents.

1998-2001 Receiving Department Supervisor-Marshalls Distribution Center (Decatur GA)

- Core trainer during the implementation of the new AS400 system, training supervisors, senior management and a diverse workforce of associates to efficiently and effectively utilize the AS400 operating system.
- Monitored AS400 system to ensure all store ads, events, and daily features were expedited to the processing departments.
- Maintained and average of 14 trailers unloaded per night without utilizing an outside service.
- Ensured all import trailers unloaded within 48 hrs to avoid detention fees.
- Reconciled all variances of merchandise with purchase orders, packing slips, and the AS400 system.
- 2000-2001 achieved zero OSHA recordable accidents.

1996-1998 Ticketing Department Supervisor-Marshalls Distribution Center (Decatur GA)

- Responsible for 40 associates.
- Supported facilities recycle program.
- Enforced gaulk machine usage.

Resume

Emile E. Paradis

A. Contact Information



B. Professional Positions

Owner/Managing Principal, RPM Advisors, LLC
Atlanta, GA 7/2004-Present
Provides Personalized, relevant, and integrated marketing consulting and implementation. Services include:

- Email Marketing
- Landing Pages and Microsites
- Loyalty programs
- Point of Sale Materials [signs and banners]
- Direct Mail
- Printed Collateral and Promotional Products
- Social Media
- Text Messaging
- Websites
- Referral Marketing Training and Coaching

Referral Institute Atlanta, Owner
Atlanta, GA 5/2004-Present
Provides Training and coaching in development and implementation of referral marketing plans and systems.

BNI (Business Network International,) Managing Area Director
Atlanta, GA 1/2002
Developed and managed 50 chapters in Northwest GA. BNI is the world's largest referral network with over 300,000 members worldwide. Responsible for recruiting and training members, managing chapter operations, and providing leadership training. Developed and provided training programs for members and leaders.

Financial Advisor, American Express Financial Advisors – Ameriprise Financial Advisors
New Orleans, LA; 6/1996 – 5/2007
Successfully developed, marketed, and sold a profitable financial advising practice which conducted Personal Financial Planning for wealth accumulation and retirement. Managed over $50 million in assets. Delineated client acquisition goals, formulated and executed marketing plans to acquire clients, monitored client acquisition costs with a cost/benefit analysis, managed staff, conducted client meetings, maintained files in organized manner, provided estate and tax planning as required.

Executive Director, Fast Forward Restart
Atalanta, GA-New Orleans, LA; 11/2005 – present
Founded business recovery nonprofit to provide assistance in the form of training, consulting, and coaching to small and medium sized businesses in areas of major disruption caused by natural disaster or severe economic change. Oversaw a team of professionals providing seminars and ongoing coaching to business owners starting or restarting a business in the post-Katrina environment in the New Orleans area, Livonia, MI and Rumford, ME.

United States Marine Corps/Marine Corps Reserve –
1968-1995
Enlisted 1968. Achieved rank of Corporal.
Commissioned August 1970, 2nd Lieutenant
Retired August 1995, Colonel
Infantry Officer, Infantry Platoon and 81mm Mortar Plt. Commander
Various Logisitcs assignments including Embarkation, Marine Amphibious Unit S4A, Regimental S4A, and Deputy Commander, 4th Force Service Support Group, a logistics organization of over 10,000 marines.
Commanding Officer, PS Recruiting Region-New England. Supervised and trained a staff of 28, responsible for recruiting and placing prior service marines for Marine Corps Reserve units in New England, New York and No. New Jersey. Recognized as Top Recruiting Region, 1989.
Deputy Chief of Staff, Manpower Management, Reserve Support Center, Overland Park, KS. Managed staff of over 200 marines and Civil Service employees in admistration of various components of the Marine Corps Reserve.
Assistant Chief of Staff, Operations and Training, Marine Force Reserve. Resposible of training and deployment of Marine Corps Reserve Gound, Air and Logistics personnel in support of operations worldwide.

Educational History

1. University of Maine, Orono, Maine
   Major: Forest Management
   Degree: Bachelor of Science, Forest Management 1978

2. Amphibious Warfare School, Quantico, VA. 1982

3. Additional Courses completed:
   Executive Course, Industrial War College, DOD, Vandenberg AFB, CA 1989
   Total Quality Leadership, DOD, Denver, CO 1990
   Managing Change, Army Corps of Engineers Overland Park, KS 1991
   DISC Practitioner, Personality Insights Marietta, GA 2005
   Certified Networker Trainer, Referral Institute Petaluma, CA 2001, 2004, 2010
   Business Coach-Maketing, Petaluma, CA 2008

Professional and Civic Organizations.

East Cobb Business Association
World Affairs Council, Atlanta
World Trade Center, Atlanta
Ecuadorian-American Chamber of Commerce, Atlanta (Board of Directors)
Toastmasters, GHCC
Military Officers Association of America
VetBuds

Tomiko M. Thompson, Ed.S



Educational Vision

All children can learn when the curriculum and instruction are inclusive in design and implementation to accommodate the diversity of learners. A successful learning environment can be achieved through high expectations, clear goals, targeted professional development and collaboration with parents, educators and our community.

PROFESSIONAL CERTIFICATIONS & EDUCATION

- Early Childhood P-5
- Middle Grades 4-8
- Middle Grades 4-8 Social Studies
- NPL Educational Leadership P-12
- University of Tennessee at Chattanooga, BS Psychology, 1999
- Lee University, MAT Elementary Education, 2002
- Argosy University, Ed.S Instructional Leadership, 2011
- Strayer University, Undergraduate Certificate in Business Administration: Management, January 2018
- Valdosta State University, Educational Leadership Performance-Based Certificate, May 2017

PROFESSIONAL EXPERIENCE & ACCOMPLISHMENTS

Wesley International Academy

Director of Finance & Operations of Extended Day Program **September 2013- July 2015**

- Developed procedures and operations for after-school program
- Established and maintained communication with the Executive Director and Chief Financial Officer regarding student needs and financial stability of program
- Supervised registration and orientation of students and parents
- Daily accounting and bookkeeping of parent/student accounts
- Maintained inventories and records needed for program administration

Project Grant Manager **November 2014- July 2015**

- Managed a $150,000 Dissemination Grant that will result in a Mandarin Chinese Language & Culture curriculum with an International Baccalaureate alignment to be shared among Jackson Cluster Schools in the Atlanta Public School District
- Prepared grant narratives and fiscal reports as requested and required by the State of Georgia's Office of Innovation
- Coordinated purchase orders, procurement procedures, invoicing processes and other fiscal requirements to expedite grant related expenditures and reimbursements
- Tracked and monitored grant expenditures as required by the State and
- Facilitated regular meetings and upheld requirements of grant project participants on the project's milestones, tasks, and challenges.

Instructional Coach **July 2012- July 2015**

- Provided leadership for a team of twenty-four teachers by planning, collaborating, organizing, mentoring and facilitating change to improve the instructional program
- Developed procedures, student handbooks, curriculum maps and other materials for grade levels.
- Conducted classroom observations and model lessons followed by feedback that enhanced teaching and learning
- Disaggregated and analyzed data to assist principals and teachers in its interpretation to measure and improve student achievement

Fairington Elementary School, Lithonia, GA
Director/Chair of Professional Learning **2008- 2011**

- Led the development of on-site professional learning conferences
- Facilitated and coordinated professional development activities and presentations
- Provided leadership for a team of ten school-based instructional coaches that included mentorship, need-based training and support, and demonstration modeling

Disciplinary Administrator Designee **2008-2011**

- Selected as Administrative Designee in the absence of the Principal & Assistant Principal
- Assisted administrative team with addressing student behavior concerns
- Participated and facilitated local school hearings
- Collaborated with administrative team to document in-school and out-of-school suspensions

CLASSROOM TEACHING EXPERIENCE

Woodmore Elementary School, Chattanooga, TN
First Grade, Fifth Grade, Writing Lab Instructor 2001-2005

Varnell Elementary School, Dalton, GA
Fourth Grade 2005-2006

Kelley Lake Elementary School, Decatur, GA
Third Grade 2006-2007

Fairington Elementary School, Lithonia, GA
Third Grade, Computer Lab Instructor 2007-2011

Indian Creek Elementary School, Clarkston, GA
First Grade 2011-2012

Wesley International Academy
EIP Specialist 2014-2015
Seventh Grade Social Studies Teacher 2015-Present

NATIONAL PRESENTATIONS

- "*Building Your School-Based Professional Development Program*", Boston, MA July 2009
- *"From the Sidelines to the Field: School-Based Coaches at Work*", St Louis, MO December 2009

PROFESSIONAL REFERENCES UPON REQUEST

Tab 18: Bylaws

The Bylaws of
The Spence Institute of Leadership of Learning

ARTICLE I. NAME

The name of this non-profit 501c(3) corporation shall be The Spence Institute of Leadership of Learning, Inc. The business of the corporation may also be conducted as The Spence Institute of Leadership of Learning.

ARTICLE II. GENERAL PURPOSE

The mission of The Spence Institute of Leadership and Learning is to create globalized citizens who embody a passion to make an impact in their community and in the world.

We will accomplish this goal by providing high quality educational programming in a service-learning environment for our students through the use of effective instructional tools, specialized training for its faculty and staff and cooperative collaboration among all stakeholders.

ARTICLE III. BOARD

Section 1. General Powers.

The business and affairs of The Spence Institute of Leadership and Learning shall be managed under the direction of the Board. The members shall in all cases act as a Board, and they may adopt such rules and regulations for the conduct of their meetings and the management of the corporation as they may deem proper, not inconsistent with The Spence Institute of Leadership and Learning's Articles of Incorporation, these Bylaws, and the laws of this State.

Section 2. Duties of the Board.

The Board shall be charged with the governing of the affairs of the corporation, and shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, these By-Laws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit Corporation Law. By way of clarification, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

The Board shall uphold and promote the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;

a. The Board shall either directly or through a governance committee provide for the annual appraisal of the Principal and the school principal's performances;

b. The Board ensures the financial stability of the corporation through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;

c. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.

To the extent permitted by law, the Board may, by general resolution, delegate to officers of the corporation or to committees of the Board such powers as it deems necessary or appropriate to carry out its duties and obligations.

Section 3. Structure, Number, Tenure, and Qualifications.

At the date The Spence Institute of Leadership and Learning is authorized, the Board shall consist of at least 5 but no more than 9 voting members. The number shall be fixed from time to time by the Board.

Members shall be natural persons who are 18 years of age or older and must be residents of the State of Georgia. Regularly elected Board member will hold their position for two years and begin June 1 of the year in which they were elected, excluding the previously announced one-year staggered term positions. With the exception of the Parent Representative, no board member may have a child enrolled in the Spence Institute during their term of service.

Section 4. Ex-Officio Members.

The Board will also include the Principal as an Ex-Officio member. The Principal shall: (a) hire the assistant principal with the advice and consent of the Board; (b) supervise the assistant principal and otherwise meet all criteria outlined in the Principal's written job description; (c) ensure that the Charter contract goals are being meet; (d) report quarterly to the Board on Charter compliance and progress toward meeting goals; (e) assist the Board Chair with scheduling and setting agendas for meetings; (f) facilitate and implement Board decisions; (g) act as liaison between the school and the district office; (h) provide knowledge of federal, state, and district policies/regulations; (i) encourage bottom-up decision making and participation by all; (j) facilitate and implement school's vision and goals; and (k) report to the Board.

The Business Manager/CFO are required to attend Board meetings per their job descriptions, but will not be an Ex-Officio member. Both may be invited to address the Board if they are actively presenting or addressing questions.

Section 5. Trustee Emeritus Members.

The Board may also establish Trustee Emeritus membership to honor past Board members who may have specialized knowledge or qualifications to act in an advisory capacity.

The Board Chair and Principal will nominate past Board members for this role. Approval from the Board requires a two-thirds majority vote. This position shall be non-voting and hold a term of five years.

Section 6. Election of Members.

Members shall be elected based on nominations (excluding self-nominations) and a majority vote through a general election of parent/stakeholder voters.

A member appointed to fill a vacancy shall be appointed for the unexpired term of their predecessor in office.

Section 7. Voting Rights.

Each member shall be entitled to one vote on each matter submitted to a vote of the members.

Section 8. Termination of Membership.

The Governing Board, by affirmative vote of two-thirds of all of the members of the Board, may suspend or expel a member for cause after an appropriate hearing, and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership.

Section 9. Annual Meeting.

An annual meeting of the members shall be held every May, the date, time, and place to be fixed by the Board and notice given to all members, at least three weeks in advance, for the purpose of electing board members and officers, approving the budget for the following year, and for the transaction of such other business as may come before the meeting.

Section 10. Meetings of the Board.

The order of business at all meetings shall be set by the Board Chair. The Board must have a quorum of three-fourths (3/4) of the voting members present in order to conduct business.

The Board shall be subject to the provisions of Open Meetings Law, O.C.G.A. § 50-14-1, and Inspection of Public Records Law, O.C.G.A. § 50-18-70.

The Monthly Meeting Agenda shall include a separate report from each Board Standing Committee, any Appointed Committees as requested by the Board Chair, and any school-based committees such as the PTSA.

Section 11. Attendance.

Board members are not allowed to miss more than two Board meetings per year. If they miss more than two meetings, the Board Chair will meet with them to discuss their participation. If they are unable to fulfill their responsibilities, they will be asked to resign from the Board.

Section 12. Conflict of Interest.

Members shall comply with ethics and conflict of interest provisions applicable to members of the DeKalb County School Board. Board members shall not participate in discussions or votes related to any Spence Institute business transactions or affairs which would cause an actual, or would give an appearance of a, conflict of interest.

Section 13. Resignation.

A member may resign at any time by giving written notice to the Board Chair, Board Vice Chair, or Secretary of the Board of The Spence Institute. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the officers, and the acceptance of the resignation shall not be necessary to make it effective.

A member who resigns may postpone the effectiveness of their resignation to a future date or to the occurrence of a future event specified in a written tender of resignation. A vacancy shall be deemed to exist at the time of such tender; and the Board may then or thereafter elect or appoint a successor to take office when the resignation, by its terms, becomes effective.

ARTICLE IV. OFFICERS

Section 1. Number and Qualifications.

The officers of The Spence Institute shall consist of a Board Chair, a Board Vice Chair, a Secretary, and such other officers and assistant officers as may be deemed necessary, each of whom shall be confirmed by the Board. The same individual may simultaneously hold more than one office of the corporation except that the Board Chair may not simultaneously hold another office.

Section 2. Election and Term of Office.

The officers of The Spence Institute shall be elected by the Board at the annual meeting held each May. Each officer shall hold office for a term of two years or until their successor has been duly elected and has qualified, or until their death, resignation, or removal from office as hereinafter provided, excluding the previously announced one-year staggered term positions.

Section 3. Resignation, Removal, and Vacancies.

In the event that any one of the officers shall resign, such officer shall immediately cease to be an officer. Any such resignation shall be in writing and shall be delivered to the Board Chair, Board Vice Chair, or Secretary. Any officer or agent may be removed by the Board whenever in its judgment the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. A two-thirds majority vote of the Board shall be required to remove any officer or agent. Election or appointment of an officer or agent shall not of itself create contract rights. Any vacancy in any office for whatever reason may be filled, for the unexpired portion of the term, by the Board.

Section 4. Board Chair.

The Board Chair shall be the principal executive officer of the Board and, subject to the general direction of the Board, shall supervise and control the business and affairs of the corporation. The Board Chair shall, when present, preside at all meetings of the Board. The Board Chair or Board Vice Chair or both may sign with any other proper officer of the corporation thereunto authorized by the Board, deeds, mortgages, bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof is expressly delegated by the Board or by these Bylaws to some other officer or agent of the corporation, or is required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of Board Chair and such other duties as may be prescribed by the Board from time to time. The Board Chair shall have authority to institute or defend legal proceedings when the members are deadlocked. An individual may serve as Board Chair for two consecutive two-year terms, provided they are duly re-elected by the Board. An individual may serve as Chair again after either their two-year term or two consecutive terms, as long as they are off the Board for a minimum of two years before serving again.

Section 5. Board Vice Chair.

The Board Vice Chair shall: (a) assume duties of the Board Chair in his/her absence; (b) assist Board Chair in planning meetings; (c) plan the annual meeting and/or Board retreat; and (d) serve as the Chair of the Board Nominating Committee. The Board Vice Chair should be selected from among the Board members who are not in the last year of their term on the Board.

Section 6. Secretary.

The Secretary shall: (a) keep the minutes of the proceedings of the Board in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) keep a register of the mailing address of each member which shall be furnished to the Secretary by such member; (d) 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/her by the Board Chair or by the Board; and (e) ensure that all Board minutes are prepared for Board review at each sub- sequent Board meeting and therefore made available to the school community through the school's website.

Section 7. Parent and Community Representatives.

No less than two (2) and no more than five (5) At Large members who will be liaisons to the business, civic and other DeKalb community organizations, and may provide legal assistance, and will serve 2 year staggered terms. Of the two (2) elected in the first year, one (1) seat, to be designated prior to the vote, will serve one (1) year term. That seat will be filled again in year 2 for a two (2) full year term.

One (1) Parent representative who will be the voice of the stakeholders, liaison between the Board and the PTA, and help with public relations, serving one (1) year term which may be renewed up to a maximum of two consecutive terms.

Section 8. Role of the Immediate Past Chair.

After a new Board Chair is elected each year, the Immediate Past Chair shall continue to perform a vital role for the school. The Immediate Past Chair shall serve as an advisor to the Board. The Immediate Past Chair shall be an ex officio member of the Board during such time unless they are still a voting member of the Board, in which case, in addition to any other role they may accept on the Board, they shall also assist and advise the new Board Chair until the new Board Vice Chair is elected.

ARTICLE V. COMMITTEES

Section 1. Board Standing Committees.

The standing committees of the Board are each chaired by a member of the Board; the Chair is not permitted to chair committees.

The standing committees and their respective responsibilities are as follows:

Accountability, Compliance, and Curriculum. Review Principal–prepared reports, and present such reports at each Board meeting, on one or more compliance items from the charter; district, state, or federal law, policy, or regulation; or any other source – including any annual account- ability and compliance reports required by the district or state, and a monthly academic performance report.

Finance. Review and recommend annual budget for Board approval. Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year. Recommend financial policies to the Board. Work with the CFO, Principal and other staff to establish financial goals and policies. Work to secure funding and grants to support The Spence Institute. CFO will, in collaboration with the Principal, prepare and present a report on current financial and operational performance at each Board meeting. Oversee the development and observation of the organization's financial policies. The CFO will be a full voting member of the finance committee.

Executive. At its discretion each year, the Board may vote to create an Executive Committee, which will include at a minimum the Board Chair, Board Vice Chair (when such an officer is in place), Finance Chair, Secretary, and Principal, with the authority to handle urgent or routine issues during the period between regular monthly Board meetings. All meetings and decisions of the Executive Committee must be reported to the Board at the regular meeting and any actions taken may be overruled by simple majority vote of the full Board.

Fund Development. Raise funds through an Annual Campaign to supplement the per-pupil funding received from DeKalb County School Board. Ensure that all fundraising at school is vetted through the development committee.

Governance. Develop the Board policies, procedures, and training. Act as the parliamentarian. Establish hiring, grievance, transfer, evaluation, and other personnel procedures. Provide support for the Principal in the implementation of these policies. Conduct, and report to the Board on, an annual performance review of the Principal.

Nominating & Board Development. Announce openings, accept nominations for, review candidates, and make recommendation(s) to the full Board candidates for open Board positions. Obtain school community input on nominations prior to selecting and recommending Board members for election by the Board.

Section 2. Board Appointed Committees.

In addition to the standing committees, the Board Chair may appoint other committees to fulfill a need. Any appointed committees shall be chaired by a member of the Board. The duration of the committee, members, and duties shall be outlined by the Chair and presented to the Board and approved by two-thirds vote.

Sub-committees are generally on-going committees.

Task forces are created by the Board to address specific projects or issues. Task forces are temporary committees which are dissolved once the specific issue they were created for has been addressed.

Responsibilities of the sub-committees and task forces may be reduced or expanded by the Board or upon recommendation of the particular sub-committee or task forces concerned and after discussion/approval by the Board. Other sub-committees and task forces may be established as the need arises. All sub-committees and task forces shall report to the Board.

In addition, all sub-committees and task forces must present a status report to the Board at least once annually. Sub-committees and task forces are welcome to present more often if there are matters requiring Board approval or attention – this should be coordinated through the Principal.

The Board is the school's legal representative body and has final approval of all recommendations made by committees, sub-committees, and task forces.

Section 3. School Based Committees.

The Parent Teacher Student Association (PTSA) coordinates parent, teacher, and community involvement within the school.

In general, the following duties are assigned to the PTSA:

(a) Gather and share with the Board at its monthly meetings parent interests, opinions, and input on any important issue that comes before the Board or is deemed important by parents. (b) Host all school meetings (curriculum night, back-to-school night, student orientation, etc.). Hosting includes promotion, providing refreshments, assisting with sign-in sheets, etc. PTSA is not responsible for content development unless it is specifically a PTSA event. (c) Coordinate advisory class parents.
(d) Coordinate two committee chair meetings each year. (e) Coordinate all teacher appreciation activities. (f) Coordinate all PTSA fundraising (box-tops, etc.). (g) Coordinate the summer social activities. (h) Coordinate Grandparents and Special Friends Day. (i) Develop the school calendar in conjunction with the Principal, and (j) Develop and meet the PTSA budget.

The PTSA will define any other specific goals and operating procedures each year and present them to the Board for approval.

ARTICLE VI. FISCAL YEAR

The fiscal year of The Spence Institute shall end on the thirtieth (30th) day of June of each year and begin on the first (1st) of July, in keeping with the DCSD fiscal year.

ARTICLE VII. COPORATE SEAL

The Board shall provide a corporate seal which shall be circular in form and have inscribed thereon the name of The Spence Institute, the state of incorporation, and the year incorporated. The seal of the corporation may be affixed to any document executed by the Board, but the absence of the seal shall not impair the validity of the document or any action taken in pursuance thereof or in reliance thereon.

ARTICLE XIII. WAVIER OF NOTICE

Whenever any notice is required to be given to any member of The Spence Institute under the provisions of these Bylaws or under the provisions of the Articles of Incorporation or under the provisions of the Georgia Nonprofit Corporation Code, a waiver thereof may be made, whether before or after the times stated therein, in writing signed by the person or persons entitled to such notice and delivered to the corporation for inclusion in the minutes or corporate records. Such written waiver shall be deemed equivalent to the giving of such notice.

ARTICLE IX. ADMENDMENTS

Section 1. Power to Amend Bylaws.

The Board shall have the power to alter, amend, or repeal these Bylaws or adopt new bylaws, but any bylaws adopted by the Board must be consistent with the Articles of Incorporation of The Spence Institute and the laws of the State of Georgia.

Section 2. Conditions.

Action by the Board with respect to bylaws shall be taken by an affirmative vote of a majority of all members then holding office.

ARTICLE X. EMERGENCY BYLAWS

The Emergency Bylaws provided in this Article XI shall be operative during any emergency in the conduct of the operations and affairs of The Spence Institute resulting from any catastrophic event because of which a quorum of the corporation's members cannot be readily assembled, notwithstanding any different provision in the preceding Articles of these Bylaws or in the Articles of Incorporation of The Spence Institute or in the Georgia Nonprofit Corporation Code. To the extent not inconsistent with the provisions of this Article, the Bylaws provided in the preceding Articles shall remain in effect during such emergency, and upon its termination the Emergency Bylaws shall cease to be operative. During any such emergency:

(a) A meeting of the Board may be called by any officer or member of The Spence Institute. Notice of the place, date, and hour of the meeting shall be given by the person calling the meeting to such of the members as it may be feasible to reach by any available means of communication. Such notice shall be given at such time in advance of the meeting as circumstances permit in the judgment of the person calling the meeting.

(b) At any such meeting of the Board a quorum shall consist of one member and any other members available.

(c) Either before or during any such emergency, the Board may provide and from time to time modify lines of succession in the event that during such an emergency any or all officers or agents of the corporation shall

for any reason be rendered incapable of discharging their duties.

These Emergency Bylaws shall be subject to repeal or change by further action of the Board, but no officer, member, or employee acting in accordance with these Emergency Bylaws shall be liable for any corporate action taken in good faith. Any amendment of these Emergency Bylaws may make any further or different provision that may be practical and necessary for the circumstances of the emergency.

ARTICLE XI. INDEMNIFICATION

Section 1. Actions Against Officers and Members.

Pursuant to the provisions set forth in Sections 3 and 4 of this Article, The Spence Institute shall indemnify and hold harmless any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the corporation) by reason of the fact that they were or are a member, officer, employee, or agent of the corporation, or were or are serving at the request of The Spence Institute, as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against reasonable expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by them in connection with such action, suit, or proceeding if they acted in a manner they reasonably believed in good faith to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe their conduct was unlawful; provided, however, that the corporation shall not indemnify a member, officer, employee, or agent for any liability incurred in a proceeding in which the person is adjudged liable to the corporation or is subjected to injunctive relief in favor of the corporation: (a) for any appropriation, in violation of their duties, of any business opportunity of the corporation; (b) for acts or omissions which involve intentional misconduct or a knowing violation of law; (c) for the types of liability set forth in Section 14-2-831 of the Official Code of Georgia Annotated; or (d) for any transaction from which they received an improper personal benefit. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of contendere or its equivalent, shall not in itself create a presumption that the person did not act in a manner they reasonably believed to be in or not opposed to the best interests of the nonprofit corporation, nor, with respect to any criminal action or proceeding, that the person did not have reasonable cause to believe that their conduct was lawful.

Section 2. Actions By or In the Right of the Corporation.

Pursuant to the provisions set forth in Sections 3 and 4 of this Article, The Spence Institute shall indemnify and hold harmless any person who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action or suit, by or in the right of the corporation to procure a judgment in its favor by reason of the fact that they were or are a member, officer, employee, or agent of the corporation, or were or are serving at the request of The Spence Institute, as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees) actually and reasonably incurred by them in connection with the defense or settlement of such action or suit, if they acted in good faith and in a manner they reasonably believed to be in or not opposed to the best interests of the corporation; provided, however, that the corporation shall not indemnify a member, officer, employee, or agent for any liability incurred in a proceeding in which the person is adjudged liable to the

corporation or is subjected to injunctive relief in favor of the corporation:
(a) for any appropriation, in violation of their duties, of any business opportunity of the corporation; (b) for acts or omissions which involve intentional misconduct or a knowing violation of law;
(c) for the types of liability set forth in Section 14-2-831 of the Official Code of Georgia Annotated; or
(d) for any transaction from which they received an improper personal benefit.

Section 3. Expenses.

To the extent that a member, officer, employee, or agent of The Spence Institute has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to in Sections 1 and 2 of this Article, or in defense of any claim, issue, or matter therein, they shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by them in connection therewith.

Section 4. Determination and Authorization.

Except as provided in Section 3 of this Article, and except as may be ordered by a court, any indemnification under Sections 1 and 2 of this Article shall be made by The Spence Institute only as authorized in the specific case upon a determination that indemnification of the member, officer, employee, or agent is proper in the circumstances because they have met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board by a majority vote of a quorum consisting of members who were not parties to such action, suit, or proceeding; or (b) if such a quorum is not obtainable, by majority vote of a committee duly designated by the Board, consisting solely of two or more members not at the time parties to the action, suit, or proceeding; or (c) by special legal counsel employed by the corporation for that purpose. Authorization of indemnification or an obligation to indemnify, and evaluation as to reasonableness of expenses, shall be made in the same manner as the determination that indemnification is permissible.

Section 5. Prepayment.

Expenses incurred in defending or prosecuting a civil or criminal action, suit, or proceeding may be paid by The Spence Institute in advance of the final disposition of such action, suit, or proceeding as authorized by the Board if: (a) the member, officer, employee, or agent furnishes the corporation a written affirmation of their good faith belief that their conduct merits indemnification under Section 1 or Section 2 of this Article; and (b) the member, officer, employee, or agent furnishes the corporation a written under- taking, executed personally on their behalf, to repay advances if it is ultimately determined that they are not entitled to indemnification pursuant to the laws of this State.

Section 6. Rights.

The indemnification provided by this Article shall not be deemed exclusive of any other rights, with respect to indemnification or otherwise, to which those seeking indemnification may be entitled under any bylaw or resolution adopted or approved by a majority of the full Board, both as to an action by a member, officer, employee, or agent in their official capacity, and as to an action in another capacity while holding such office or position, and shall continue as to a person who has ceased to be a member, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 7. Insurance.

The Spence Institute may purchase and maintain insurance on behalf of any person who is or was a member, officer, employee, or agent of the corporation, or is or was serving at the request of The Spence Institute as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against them or incurred by them in that capacity, or arising from their status as such, whether or not the corporation would have the power to indemnify them against such liability under the provisions of this Article.

Section 8. Mergers/Consolidations.

For purposes of Sections 1 and 2 of this Article, reference to "the corporation" or "The Spence Institute" shall include, in addition to the surviving or new corporation, any merging or consolidating corporation which is merged or consolidated with The Spence Institute so that any person who is or was a member, officer, employee, or agent of such merging or consolidating corporation, or is or was serving at the request of such merging or consolidating corporation as a member, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, shall stand in the same position under the provision of Sections 1 and 2 of this Article with respect to the corporation as they would if they had served the corporation in the same capacity. However, no indemnification under Sections 1 and 2 of this Article shall be mandatory without the approval of such indemnification by the Board of The Spence Institute in the manner provided in Section 4 of this Article.

ARTICLE XII. PAYMENTS TO MEMBERS & OFFICERS

No part of the net income or profit of The Spence Institute, if any, shall be distributed to the members or officers.

ADOPTION OF BYLAWS

Kelly M Campbell, Secretary of the Founding Board of Directors hereby certifies that the foregoing is a true and correct copy of the bylaws of The Spence Institute of the Leadership and Learning. Adopted by the Founding Board of Directors with a quorum in attendance at its regular meeting on February 7, 2015 and signed by the Founding Board Chair on this 7th day of February, 2015. as amended on 1-29-2016

Secretary	1-29-2016 Date
Founding Board Chair	1/29/2016 Date
Founding Board Member	1/29/2016 Date
Founding Board Member	Date

EVENT SCHEDULE PLANNER 2017 - 2018

PROJECT/EVENT	TSILL BOARD MEETINGS
ORGANIZER	TOMIKO M. THOMPSON, ED.S

Notice: An email reminder will be sent two weeks prior to the meeting date. The email will contain all necessary information such as time, place, materials to bring and agenda.

AUGUST						
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Tab 19: Conflict of Interest Forms

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

[redacted]

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) JMT 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.

[redacted] 2/27/16

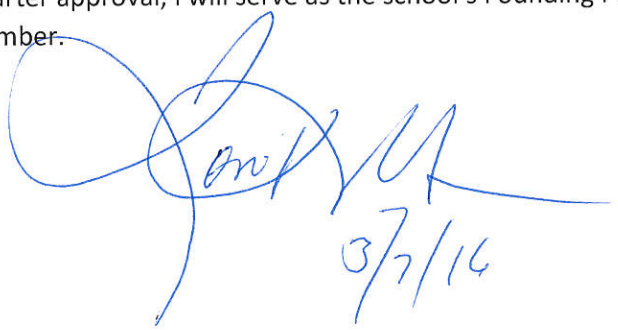
Signature Date

DeKalb County School District

Attachment to Governing Board Member of Conflict of Interest, Tomiko M. Thompson

Date: 7 March 2016

Question 6: Upon charter approval, I will serve as the school's Founding Principal and ex-offico Governing Board Member.



GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

[redacted]

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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3) ✓ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Graden A Mitchell
Signature

2/27/16
Date

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

[redacted]

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

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Criminal Background History

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Kelly M Cline
Signature

2/28/2016
Date

[redacted]

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
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[redacted] Signature

3/4/2016 Date

Attachment to Governing Board Member Conflict of Interest Form, Emile E. Paradis

Date: 3 March 2016

Item 10. Board Member, Ecuadorian-American Chamber of Commerce, Atlanta, GA

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

[redacted]

Conflict of Interest Disclosure

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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

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[redacted] 2/27/16

Signature Date

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

[redacted]

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Cathy A. Mabry
Signature

2-27-2016
Date

Tab 20: Proposed Business Arrangements & Partnerships

[redacted]

April 29, 2015

RE: LOI Intent

Dear DCSD Petition Reviewer:

This letter has been prepared by Colliers International to announce our intention to partner with The Spence Institute of Leadership and Learning for the purpose of facility procurement that meets the needs of the school's mission.

Once the Spence Institute of Leadership and Learning secures charter approval, the appropriate administrative personnel of Colliers International has the background knowledge to help secure a facility that will be acceptable to the students, administration and tax payers of Dekalb County. Colliers will assist in the following:

- Obtaining a Memorandum of Understanding (MOU) that details the total proposed facility cost and any material terms that will be reflected in the lease
- the Georgia Department of Education Educational Facility Site Evaluation and Approval Form

At the conclusion of our work, we hope to establish the necessary channels for the proposed charter school to receive the Certificate of Occupancy to a facility that best fits the needs of the school. At the appropriate time, the Spence Institute will be able to gather the needed information to complete their safety plan that is required by the Georgia Emergency Management Agency.

Sincerely,

Joshua Gregory
Vice President, Principal | Atlanta



1[redacted]
P
Email: graphics@benchmarktrophy.com
Website: www.benchmarktrophy.com

December 7, 2015

Ms. Thompson,

Benchmark Trophy wants to express gratitude for your kind support of our business. Making us your business partner was a huge initiative and we appreciate and welcome collaboration with you to highlight teacher and student performance.

Please keep us informed of your pending charter petition with DeKalb County School District. We wish the best of luck!

Sincerely,

Mark C. VanTassell
Senior Sales Associate, Trophy World, Inc.
d/b/a Benchmark Trophy Center

New Tech Network

[redacted]

April 22, 2016

Tomiko Thompson, Ed.S.
Founder
The Spence Institute of Leadership and Learning
[redacted]

Dear Tomiko:

This letter is to confirm our support for The Spence Institute of Leadership and Learning charter petition. New Tech Network (NTN) and The Spence Institute have a mutual interest in building an academic environment that dramatically increases college and career readiness. We see our common interest as excellently aligned to the community's imperative for innovative education options and to the New Tech Network's strategic vision.

While we cannot legally enter into a contract today for work that does not begin in earnest until 2020, we are looking forward to working alongside The Spence Institute of Leadership and Learning in Year 4 of your charter should your charter petition be awarded. Specifically, we are looking forward to planning with you and your team in 2020 for full adoption of the New Tech design in 2021.

Until that time, staff from The Spence Institute of Leadership and Learning are welcome to participate in our NTN national events, such as the New Tech Annual Conference each summer, as well as our many and varied virtual events, such as #pblchat, to build a broad understanding of the New Tech design and practices and to access resources that inform your charter's foundational years.

We look forward to the potential to partner with you as you work to re-imagine teaching and learning for the students you intend to serve.

Sincerely,
Lydia Dobyns, President

New Tech Network

[redacted]

[redacted]

New Tech Network

[redacted]

April 22, 2016

Tomiko Thompson, Ed.S.
Founder
The Spence Institute of Leadership and Learning
[redacted]

Dear Tomiko:

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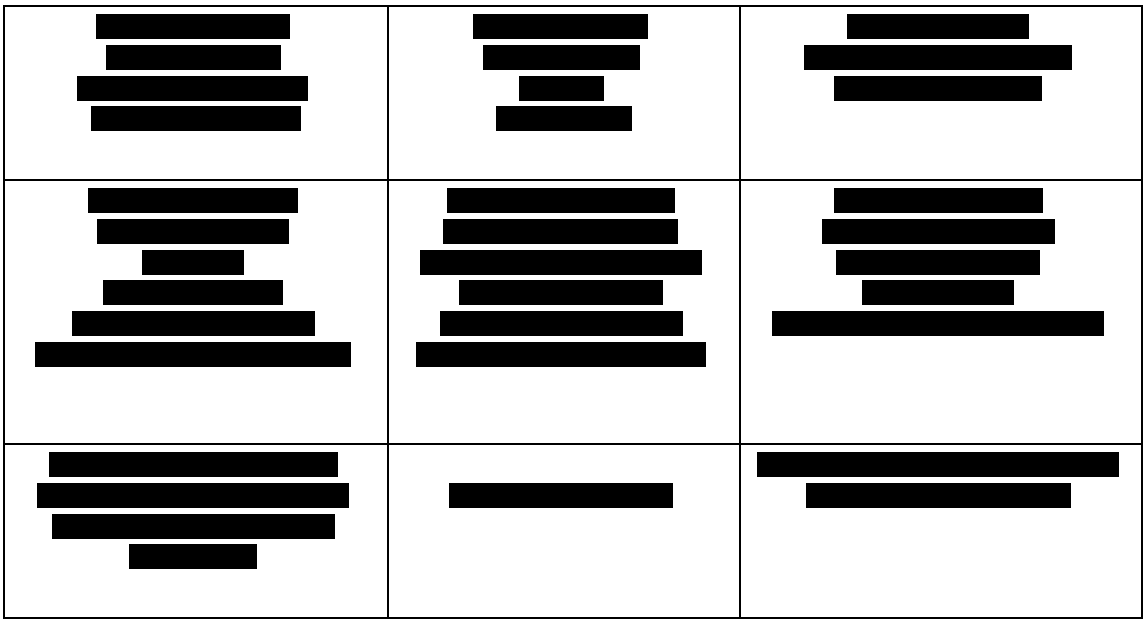
Sincerely,
Lydia Dobyns, President

New Tech Network

[redacted]

[redacted]

Contact Information for TSILL's Proposed Business Partnerships & Arrangements



Nina Reid is a professional interpreter and translator based in Atlanta, GA with a passion for building bridges between people with different languages and cultures. As a first-generation American, she watched her immigrant parents struggle to navigate the New York City educational system for their five children and became the family interpreter at 6 years old.

In response to her awareness of the growing need for language services, Nina founded *Spanish, Sí* in 2006 to provide communication assistance to individuals, organizations and schools. She specializes in addressing the compliance needs of schools and has received both the Professional Interpreter in Education and Special Education certifications from the University of Georgia. She has become highly skilled in both simultaneous and consecutive interpretation and translation and has passed the international oral and written proficiency tests by the American Council on Teaching of Foreign Languages (ACTFL). Her areas of expertise include all levels of Response to Intervention, community and parental involvement, advocacy and social services for students and families with limited English proficiency.

Nina currently works part-time as the lead ESOL Community Liaison for Atlanta Public Schools, working to assist English language learners and their families by connecting them with teachers, school staff and administration, and the resources needed to ensure students' academic success. In this capacity, she also created the ESOL department's online interpretation and translation request system, saving staff, administration and the district hundreds of hours by streamlining the request process.

In addition to her work with APS, Nina is a contractor for two large language service providers whose clients include the metro Atlanta school systems of DeKalb, Clayton, Gwinnett, Henry and Fulton Counties, the Latin American Association, Kaiser Permanente and Emory University Hospital. These affiliations give her access to services in the major European, Asian and African languages as well as American Sign Language. She is also a contract tutor with Abraham Baldwin Agricultural College's Migrant Education Program where for two years she has helped at-risk, underserved children achieve academic excellence.

NINA S. REID

[redacted]

EDUCATION

Georgia State University – BA *Spanish*, Minor *Journalism* 2016
Georgia Perimeter College – AA *Journalism* 2006

SKILLS

Bilingual/Biliterate Spanish/English
Microsoft Office Suite

PROFESSIONAL EXPERIENCE

ATLANTA PUBLIC SCHOOLS – Atlanta, GA ***ESOL Community Liaison*** **AUG 2012-PRESENT**

- Interpret for school events and district meetings, parent-teacher conferences, Special Education meetings, Transportation Department, Office of Communications, Office of the Superintendent, and real-time calls from 104 schools.
- Translate school, district and administrative communications including documents required by the Georgia Department of Education and the US Department of Education.
- Promote cultural awareness within the district by designing & implementing workshops/programs to increase family and community involvement.
- Conduct English classes for the parents of English Language Learners and Spanish for Educators classes.

ATLANTA PUBLIC SCHOOLS – Atlanta, GA ***Translation Specialist*** **AUG 2013-MAY 2014**

- Translate school and district-wide forms, applications, documents, flyers, and parent handbooks.
- Transcribe, evaluate and assign grade equivalencies to all international High School student transcripts.
- Schedule in-house and outsourced interpreters for school and district meetings, events, student screenings and student tribunals.
- Handle all ESOL/World Language Spanish phone inquiries, invoicing, and international student registrations.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE – Tifton GA ***Bilingual Tutor*** **AUG 2014-PRESENT**

- Tutor migrant students K-8 in all subject areas.

ALIGN HEALTH AND REHABILITATION – Conyers, GA ***Office Manager*** **AUG 2011- FEB 2012**

- Completion and accuracy of all regulatory and company-mandated documentation for incoming and discharged patients.
- Patient scheduling and intake including verification of insurance, pre-screening and referral management.
- Improved response-rates of marketing campaigns by diversifying product & service offerings by including outside providers.

BINGHAM DENTAL GROUP – Conyers, GA ***Front Office Staff*** **FEB-2010-AUG 2011**

- Interpret/translate diagnosis, treatment plans, and care/discharge instructions for Spanish speaking patients.
- Estimated and collected patient copays, managed collections accounts and maintained accurate patient accounts.
- Trained front desk staff and dental assistants on office policy, technology systems, and workflow processes.
- Identified maintenance tasks and inventory needs to ensure an exceptional facility and timely delivery of services and products.

NEWTON COUNTY PUBLIC SCHOOLS – Covington, GA ***Spanish Teacher*** **AUG 2008 - MAY 2011**

- Prepared and delivered challenging and age-appropriate language lessons to students age 5-13 for the after-school program.

HANDS ON SPANISH – Monroe, GA ***Spanish Language Instructor*** **AUG 2005-2010**

- Delivered language instruction to students age 4-13 in a private school setting based on the Hands on Spanish™ curriculum.
- Performed cold sales and marking to secure additional teaching contracts for the company.

SPANISH SI – Oxford, GA ***Owner*** **MAY 2005-PRESENT**

- Provide support services to clients with limited English proficiency.
- Deliver private language lessons to students age 4-adult, tutor university students and teach summer enrichment classes.

FORGIVE, INC. - Atlanta, GA ***Co-Founder, Editor*** **OCT 2004-DEC 2010**

- Provide editorial support by developing and translating a reference guides, handbooks & print resources for former offenders.
- Assist returning Latino offenders locate affordable housing, educational and employment opportunities.

MONTESSORI SCHOOL OF COVINGTON - Covington, GA ***Substitute Spanish Teacher*** **SEP-DEC 2002**

- Taught Spanish language using books, music and movement to children 3-12 years old aligned to the Montessori Method.

Spanish, ¡Sí!

April 17, 2016

The Spence Institute of Leadership and Learning

[redacted]

[redacted]

Price quote for The Spence Institute 2016-2017 SY

Interpretation Services

Product No.	Description	Price	Minimum
SPA-INT	Spanish Interpreter	$40 per hour	1.5 hours
OTHER-INT	Other Language Interpreter	$45-$55 per hour	2 hours
PHONE-INT	Telephone Interpretation-Spanish Only	$5 per 15 minutes	15 minutes

Translation Services

Product No.	Description	Price	Notes
SPA-TRAN	Spanish Translation	$25 per page up to 300 words (Flat Rate)	Spanish translations are completed in-house.
OTHER-TRAN	Other Language Translation	$.20-$.40 per word	Other language translations are outsourced to a subcontractor. Spanish, Sí does NOT receive payment for this sevice but obtains quotes on behalf of its clients.
RUSH-TRAN	Same Day Translation	$35 per page Spanish only	Rates for same day/RUSH service for other languages are determined by subcontractor.

Special Projects

Product No.	Description	Price	Notes
SPEC-PRO	Special Projects as needed	Project-based.	Per hour or flat rate fee structure based on each project.

¡PROXIMAMENTE!

AGOSTO 2017



La visión del Instituto Spence de Liderazgo y Aprendizaje (TSILL) será para servir a una población diversa de 400 estudiantes en los grados K-4 en el primer año. Anticipamos que nuestro modelo de crecimiento llegará a 812 estudiantes de kínder a octavo grado en el quinto año.

Estamos trabajando para reunir a un grupo de seguidores muy dedicados y de apoyo mientras hacemos la petición para abrir nuestras puertas en agosto de 2017. Por favor, visite nuestro sitio web para las actualizaciones sobre nuestro progreso. Considere la posibilidad de unirse a la familia de Spence. Creemos que usted descubrirá que El Instituto Spence se está moviendo en una dirección que ¡otros están a punto de seguir!



El Instituto Spence de Liderazgo y Aprendizaje

"Apasionadamente perseguimos crear generaciones de ciudadanos globalizados".

El Instituto Spence es una escuela chárter (autónoma) de grados K-8 que presentará las artes visuales, artes escénicas y las lenguas extranjeras en un entorno de aprendizaje basado en el servicio.

¡Estamos entusiasmados de unirnos a la comunidad del condado de DeKalb! Necesitamos su apoyo para hacer de nuestra visión una realidad!

THE SPENCE INSTITUTE OF LEADERSHIP & LEARNING

info@thespenceinstitute.com

www.thespenceinstitute.com

Ciclo Primario Grados K-3

Ciclo Intermedio Grados 4-8

Apoyos Académicos



Aprendizaje mediante el Servicio

Programa de Aprendizaje los sábados

Aprendizaje Mixto

Horario Extendido de Lectura y Matemáticas

Ciencias & Ciencias Sociales Practicas

Tutoría después de clases

Horario de estudiar por la mañana y en la tarde

Estructura basada en los Estándares

Instrucción Diferenciada

Herramientas de Evaluación Diagnostica

Artes Escénicas



Música

Artes Dramáticas

Danza

Hablar en Público

Idiomas Extranjeros



Español

Francés

Capacitación Professional Especializada



Spence University, un centro para la capacitación de maestros
Parent University, sesiones creadas por y para los padres

Artes Visuales

Pintura Dibujo

Artesanía & Diseño



THE SPENCE INSTITUTE of Leadership and Learning

"Passionately pursuing to create generations of globalized citizens."

April 19, 2016

Kamala, W Sessoms, Esq.
Sessoms & Virguez
[redacted]

Dear Ms. Sessoms:

The Spence Institute of Leadership and Learning would like to request your legal services on an as-needed basis. We understand that your services are currently at a rate of $250 per hour. It is under this informal agreement that we agree that you will meet with the Governing Board upon request to review legal issues as they arise and to address identified issues that require legal review. An attorney-client fee agreement form will be drafted of which you will receive compensation for services rendered.

Once our charter is approved and our financial forecast is sustainable, we welcome the opportunity to meet with you to discuss a more formal agreement that includes a retainer.

It was certainly a pleasure speaking with you today and we look forward to working closely with you on legal matters of the school as well as to receive your counsel on legal issues including governance, reporting, and fiduciary responsibilities.

Best Regards,

Tomiko M. Thompson

Tomiko M. Thompson, Ed.S, Founder

Cc: Lisa Price, CFO

Kamala W. Sessoms

[redacted]

EDUCATION:

Michigan State University College of Law, East Lansing, MI
Juris Doctor May 2004

- **Admitted to Georgia Bar, May 2005**
- Trial Practice Institute, Member
  - Drafted pleadings, interrogatories, and various motions for mock civil trial
  - Prepared questions and conducted direct examination of expert witness for mock criminal trial
  - Interviewed witnesses for mock civil and criminal trials
- Top Oral Argument Award, Research Writing & Advocacy course
- 2nd Place Oral Argument in Moot Court Competition Class out of 60 people
- 3rd Best Brief in Moot Court Competition Class out of 60 people
- Black Law Student Association, President-Fall 2002 – Spring 2003
- Student Bar Association, Senator/Diversity Committee, Chair
- All-School Moot Court Competition, Fall 2001 Participant

Oberlin College, Oberlin, OH
Bachelor of Arts in Politics, *Presidential Science Scholar* May 1998

- Student Senator, Chair of Communications Committee
- Alpha Kappa Alpha Sorority, Inc., Pi Omicron Chapter, Member

WORK EXPERIENCE:

Managing Partner
Sessoms & Virguez, LLC September 2009 – Present

- Manage varying business aspects of law firm including marketing/advertising and human resources
- Represent criminal clients during all stages of pending criminal cases before varying Georgia State Courts
- Represent detained and non-detained immigration clients during all stages of pending immigration cases before Immigration Court including but not limited to bond hearings, master calendar hearings and individual hearings
- Prepare legal documents on behalf of civil and immigration clients to file in appropriate courts and agencies

Staff Attorney
Metro Conflict Defender, Inc. July 2005 – August 2014

- Represent and litigate all indigent criminal defendant cases in Fulton County State court on all misdemeanor charges
- Represent approximately 150-200 indigent criminal defendants monthly in Fulton County Magistrate court by conducting first appearance and preliminary hearings before Magistrate Judge
- Lead Attorney in Fulton County Treatment Diversion Court representing all referred mentally ill indigent criminal defendants
- Negotiate plea offers and alternative sentencing arrangements for indigent criminal defendants in both Fulton County Magistrate and State court

Legal Extern
Bernard & Associates, P.C., Decatur, GA Spring & Summer 2005

- Co-Counsel in a civil jury trial involving a breach of contract issue where substantial monetary damages were awarded to our client
- Assisted in strategizing witnesses and evidence to be presented before jury during trial
- Reviewed numerous pleadings for civil case that spanned over fourteen years

Legal Extern
United States Commission on Civil Rights, Washington, D.C. Spring 2004

- Researched and interviewed potential panelists for briefing on post 9-11 civil rights and civil liberties issues
- Researched Virginia's school system and the civil rights implications of No Child Left Behind
- Drafted interview reports on final panelists for Patriot Act briefing

Summer Intern - Government Services and Employment Division
Office of Attorney General of Georgia, Atlanta, GA Summer 2003

- Researched and drafted a motion to dismiss an alleged age discrimination claim asserted by a state employee
- Drafted advice letter to respective government agencies on issue regarding Georgia's open records act
- Drafted memorandum regarding the scope of Georgia's vocational services to state employee's

Federal Judicial Internship, Honorable Denise Page Hood
U.S. District Court for the Eastern District of Michigan, Detroit, MI Summer 2002

- Drafted written case summaries and memorandums on habeas corpus motions
- Reviewed and filed case complaints and answers, affirmative defenses and amended complaints and responses
- Reviewed jurisdictional basis for civil and criminal cases filed in federal court

Long Term Disability and Social Security Analyst
The Hartford Insurance Group, Alpharetta, GA September 1998 - July 2001

- Analyzed long term disability benefit claims and made determination on eligibility for benefits
- Determined long term disability benefits based on worker's compensation and social security benefits

CURRENT MEMBERSHIPS:

- State Bar of Georgia, Member
- American Immigration Lawyers Association, Member
- Georgia Association of Criminal Defense Attorneys, Member
- Gate City Bar, Member

INTERESTS: Horseback Riding, Piano, Art Exhibits

References Upon Request

Tab 21:

Five Year Operating Budget

5 YEAR BUDGET PROJECTION

School Name: Spence	FY2016		FY2017		FY2018		FY2019		FY2020		FY2021	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
ASSUMPTIONS												
Number of Students			400		480		600		696		812	
Facility Square Footage			40000		48000		60000		69600		81200	
Number of Full Time Employees			35		44		56		61		65	
Full Time Employees (eligible for benefits)			35		44		56		61		65	
Number of Administrators			3		4		5		6		6	
Number of Teachers			20		24		28		32		36	
Number of Other Instructional Staff			8		11		18		18		18	
Number of Clerical Staff			3		4		4		4		4	
Number of Maintenance Staff			0		0		0		0		0	
Number of Food Service Staff			1		1		1		1		1	
Student Teacher Ratio			20		20		21		22		23	
Revenue Per Pupil (State and/or Local)			$8,287		$8,494		$8,706.53		$8,924		$9,147	
Average Teacher Salary			$42,499		$43,561		$44,651		$45,767		$46,911	
REVENUES												
State and/or Local Revenue (Rev Per Pupil*# of students)	$0		$3,314,800	100.2%	$4,077,204	100.3%	$5,223,918	100.4%	$6,211,238	100.4%	$7,427,606	100.5%
3% District Administrative Fee (Explain any changes in notes)	$0		($99,444)	-3.0%	($122,316)	-3.0%	($156,718)	-3.0%	($186,337)	-3.0%	($222,828)	-3.0%
Meal Fees			$72,000	2.2%	$86,400	2.1%	$108,000	2.1%	$125,280	2.0%	$146,160	2.0%
Field Trip Fees			$20,000	0.6%	$24,000	0.6%	$30,000	0.6%	$34,800	0.6%	$40,600	0.5%
				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	**$0**		**$3,307,356**		**$4,065,288**		**$5,205,200**		**$6,184,981**		**$7,391,537**	
EXPENSES												
PERSONNEL												
Principal		#DIV/0!	$140,000	4.3%	$143,500	3.6%	$147,088	2.9%	$150,765	2.7%	$154,534	2.4%
Social Services (Social Worker/Counselor/Nurse)		#DIV/0!	$90,000	2.8%	$92,250	2.3%	$94,556	1.9%	$151,920	2.7%	$155,718	2.4%
Technology Support		#DIV/0!	$0	0.0%	$50,000	1.3%	$51,250	1.0%	$102,531	1.8%	$105,095	1.6%
Teachers	$0	#DIV/0!	$849,980	26.3%	$1,045,475	26.5%	$1,250,214	24.8%	$1,464,537	25.8%	$1,688,794	26.0%
Arts/PE/Comp Sci		#DIV/0!	$169,996	5.3%	$304,930	7.7%	$446,505	8.9%	$457,668	8.1%	$469,109	7.2%
Athletics/Extracurricular Coaches		#DIV/0!	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$92,000	1.4%
Guidance Counselor		#DIV/0!	$0	0.0%		0.0%		0.0%		0.0%		0.0%
Special Education Teacher		#DIV/0!	$169,996	5.3%	$174,246	4.4%	$357,204	7.1%	$366,134	6.4%	$375,288	5.8%
Office Manager		#DIV/0!	$0	0.0%	$40,000	1.0%	$41,000	0.8%	$42,025	0.7%	$43,076	0.7%
Office Assistant		#DIV/0!	$35,000	1.1%	$35,875	0.9%	$36,772	0.7%	$37,691	0.7%	$38,633	0.6%
Business manager		#DIV/0!	$50,000	1.5%	$51,250	1.3%	$52,531	1.0%	$53,845	0.9%	$55,191	0.9%
Maintenance		#DIV/0!	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%
Food Service		#DIV/0!	$30,000	0.9%	$30,750	0.8%	$31,519	0.6%	$32,307	0.6%	$33,114	0.5%
Retirement Benefits		#DIV/0!	$217,966	6.7%	$295,241	7.5%	$376,296	7.5%	$428,913	7.5%	$481,583	7.4%
Health Benefits		#DIV/0!	$157,500	4.9%	$198,000	5.0%	$308,000	6.1%	$335,500	5.9%	$357,500	5.5%
FICA		#DIV/0!	$117,425	3.6%	$150,573	3.8%	$191,911	3.8%	$218,746	3.8%	$245,607	3.8%
Other Payroll Expenses/Taxes		#DIV/0!	$8,978	0.3%	$11,286	0.3%	$14,364	0.3%	$15,647	0.3%	$16,673	0.3%
		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%
		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%

Total Personnel	**$0**	**#DIV/0!**	**$2,036,841**	**63.0%**	**$2,623,377**	**66.4%**	**$3,399,210**	**67.5%**	**$3,858,228**	**67.9%**	**$4,311,914**	**66.4%**
INSTRUCTION												
Textbooks		#DIV/0!	$80,000	2.5%	$16,000	0.4%	$36,000	0.7%	$28,800	0.5%	$34,800	0.5%
Classroom Supplies		#DIV/0!	$30,000	0.9%	$36,000	0.9%	$45,000	0.9%	$52,200	0.9%	$60,900	0.9%
Computers		#DIV/0!	$62,500	1.9%	$62,500	1.6%	$62,500	1.2%	$62,500	1.1%	$62,500	1.0%
Software		#DIV/0!	$10,000	0.3%	$12,000	0.3%	$15,000	0.3%	$17,400	0.3%	$20,300	0.3%
Field Trips		#DIV/0!	$20,000	0.6%	$24,000	0.6%	$30,000	0.6%	$34,800	0.6%	$40,600	0.6%
Instructional Equipment		#DIV/0!	$21,000	0.6%	$57,000	1.4%	$57,000	1.1%	$57,000	1.0%	$57,000	0.9%
Library and Media Center		#DIV/0!	$20,000	0.6%	$24,000	0.6%	$30,000	0.6%	$34,800	0.6%	$40,600	0.6%
Student Assessment		#DIV/0!	$8,000	0.2%	$9,600	0.2%	$12,000	0.2%	$13,920	0.2%	$16,240	0.3%
Classroom Furniture		#DIV/0!	$60,000	1.9%	$24,000	0.6%	$36,000	0.7%	$28,800	0.5%	$34,800	0.5%
PE Equipment		#DIV/0!	$4,000	0.1%	$4,800	0.1%	$6,000	0.1%	$6,960	0.1%	$8,120	0.1%
Art Supplies		#DIV/0!	$6,000	0.2%	$7,200	0.2%	$9,000	0.2%	$10,440	0.2%	$12,180	0.2%
		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%
		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%
Total Instruction	**$0**	**#DIV/0!**	**$321,500**	**9.9%**	**$277,100**	**7.0%**	**$338,500**	**6.7%**	**$347,620**	**6.1%**	**$388,040**	**6.0%**
SERVICES & SUPPLIES												
Student Uniforms		#DIV/0!	$0	0.0%		0.0%		0.0%		0.0%		0.0%
Athletic Program		#DIV/0!	$0	0.0%		0.0%	$5,000	0.1%	$5,000	0.1%	$5,000	0.1%
Office Supplies		#DIV/0!	$3,500	0.1%	$3,588	0.1%	$3,677	0.1%	$3,769	0.1%	$3,863	0.1%
Office Furniture		#DIV/0!	$7,000	0.2%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%
Office Computers & Software		#DIV/0!	$7,000	0.2%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%
Printing and Copy Services		#DIV/0!	$6,000	0.2%	$6,150	0.2%	$6,304	0.1%	$6,461	0.1%	$6,623	0.1%
Postage and Shipping		#DIV/0!	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%
Bookkeeping		#DIV/0!	$30,000	0.9%	$30,750	0.8%	$31,519	0.6%	$32,307	0.6%	$33,114	0.5%
Audit		#DIV/0!	$9,000	0.3%	$9,000	0.2%	$9,000	0.2%	$9,000	0.2%	$9,000	0.1%
Payroll Services		#DIV/0!	$1,500	0.0%	$1,650	0.0%	$1,815	0.0%	$1,997	0.0%	$2,196	0.0%
Banking Fees		#DIV/0!	$1,500	0.0%	$1,650	0.0%	$1,815	0.0%	$1,997	0.0%	$2,196	0.0%
Legal Services		#DIV/0!	$3,000	0.1%	$3,000	0.1%	$3,000	0.1%	$3,000	0.1%	$3,000	0.0%
Liability & Property Insurance		#DIV/0!	$28,000	0.9%	$33,600	0.9%	$42,000	0.8%	$48,720	0.9%	$56,840	0.9%
Staff Development		#DIV/0!	$17,500	0.5%	$44,000	1.1%	$56,000	1.1%	$61,000	1.1%	$65,000	1.0%
Special Education		#DIV/0!	$0	0.0%		0.0%		0.0%		0.0%		0.0%
Health Services		#DIV/0!	$0	0.0%		0.0%		0.0%		0.0%		0.0%
Staff Recruitment		#DIV/0!	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%
Student Recruitment		#DIV/0!	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%
Tech Support		#DIV/0!	$40,000	1.2%	$48,000	1.2%	$60,000	1.2%	$69,600	1.2%	$81,200	1.3%
Phone/Internet Service		#DIV/0!	$24,000	0.7%	$24,000	0.6%	$24,000	0.5%	$24,000	0.4%	$24,000	0.4%
Food Service		#DIV/0!	$72,000	2.2%	$86,400	2.2%	$108,000	2.1%	$125,280	2.2%	$146,160	2.3%
Transportation		#DIV/0!	$126,000	3.9%	$151,200	3.8%	$189,000	3.8%	$219,240	3.9%	$255,780	3.9%
Health Supplies		#DIV/0!	$2,400	0.1%	$2,460	0.1%	$2,522	0.1%	$2,585	0.0%	$2,649	0.0%
Pest Control		#DIV/0!	$2,400	0.1%	$2,460	0.1%	$2,522	0.1%	$2,585	0.0%	$2,649	0.0%
Janitorial Supplies & Services		#DIV/0!	$60,000	1.9%	$72,000	1.8%	$90,000	1.8%	$104,400	1.8%	$121,800	1.9%
Waste Disposal		#DIV/0!	$6,000	0.2%	$6,150	0.2%	$6,304	0.1%	$6,461	0.1%	$6,623	0.1%
Marketing		#DIV/0!	$1,000	0.0%	$1,025	0.0%	$1,051	0.0%	$1,077	0.0%	$1,104	0.0%
Sub Agency		#DIV/0!	$10,000	0.3%	$17,500	0.4%	$23,000	0.5%	$25,000	0.4%	$27,000	0.4%
New Tech Network (online PBL)		#DIV/0!	$0	0.0%	$0	0.0%	$0	0.0%	$43,500	0.8%	$143,900	2.2%
Total Services & Supplies	**$0**	**#DIV/0!**	**$460,800**	**14.2%**	**$549,583**	**13.9%**	**$671,527**	**13.3%**	**$801,977**	**14.1%**	**$1,004,698**	**15.5%**
FACILITIES												
Rent/Lease/Mortgage		#DIV/0!	$320,000	9.9%	$384,000	9.7%	$480,000	9.5%	$556,800	9.8%	$649,600	10.0%
Grounds Maintenance		#DIV/0!	$0	0.0%		0.0%		0.0%		0.0%		0.0%
Maintenance & Repair		#DIV/0!	$9,600	0.3%	$11,520	0.3%	$14,400	0.3%	$16,704	0.3%	$19,488	0.3%
Utilities		#DIV/0!	$50,000	1.5%	$60,000	1.5%	$75,000	1.5%	$87,000	1.5%	$101,500	1.6%
Fire Safety and Compliance		#DIV/0!	$2,000	0.1%	$2,400	0.1%	$3,000	0.1%	$3,480	0.1%	$4,060	0.1%
IT Infrastructure Build-Out (scalable)		#DIV/0!	$34,000	1.1%	$40,800	1.0%	$51,000	1.0%	$10,000	0.2%	$10,000	0.2%

		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%
Total Facilities	**$0**	**#DIV/0!**	**$415,600**	**12.8%**	**$498,720**	**12.6%**	**$623,400**	**12.4%**	**$673,984**	**11.9%**	**$784,648**	**12.1%**
Total Expenses	**$0**		**$3,234,741**		**$3,948,780**		**$5,032,637**		**$5,681,809**		**$6,489,300**	
Contingency Fund	$0		$33,148		$40,772		$52,239		$62,112		$74,276	
Surplus (Deficit)	**$0**		**$39,467**		**$75,736**		**$120,324**		**$441,059**		**$827,961**	

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)			**$0**		**$39,467**		**$115,203**		**$235,527**		**$676,586**	
Net Surplus (Deficit)	**$0**		**$39,467**		**$75,736**		**$120,324**		**$441,059**		**$827,961**	
Ending Cash	**$0**		**$39,467**		**$115,203**		**$235,527**		**$676,586**		**$1,504,547**	

Notes
YR1 K-4, 4 classes each grade. YR5 K-8, 4 classes each grade
100 sqft per student (includes gym, café, library, auditorium, etc)
YR1 Prin, AP, Counsel. YR2&YR3 +1 CurCoach/yr. YR4 +Councel
YR1 20 homeroom
YR1 EIP (2),SPED (2),PE, Spanish, Art, Music
YR1 BM, Registrar/Recept, Nurse. YR2 +Office Manager
Avg Hm Rm
2.5% cola adjustment from 2016 average for Dekalb County
2.5%/yr escalator on all staff salaries
Food service economics at breakeven. 50% students at $2/meal
Student field trips are breakeven. Estimate expense equals fees
Principal and AP salary reflected (2.5%/yr escalator)
YR1 Nurse and Counselor. YR4 add Counselor (2.5% escalator)
Curriculum Coaches YR2=1, YR3-YR5=2 (2.5% escalator)
Art, PE, Music, Spanish Teachers (2.5% escalator)
YR 5 4 Kindergarten Paras @$23K/ea
SPED, EIP/REP Teachers (2.5% escalators)
YR2 Office Manager (2.5% escalator)
YR1 Receptionist/Registrar is one position (2.5% escalator)
2.5%/yr escalator
Lunch Program Coordinator/Clerk (2.5% escalator)
YR1 TRSGA at 14.2% of salary, Projected 15% starting YR2-YR5
YR1 $4,500 subsidy benefit per FT employee. YR3-YR5 $5,500
7.65% of salary
GA Unemployement Ins.

YR1 $200/student. YR3 Middle School $300/st
YR1-YR2 $75/student
5 laptop carts of 25 computers/ea every year. (@ $500/laptop)
YR1 $25/student for licenses for various software
Student field trips are breakeven. Estimate expense equals fees
Teacher laptops @$750/ea. YR2 9 smart Board/Yr YR2-YR5 @$6.0K ea
YR1 $50/student. Seeking donations for balance
YR1 $20/student. Benchmark existing Charter Schools
YR1 $150/student YR2-YR5 $300/student growth
YR1 $10/student
YR1 $15/student
See Instructional Equipment

Extra curricular sports
YR1 $500/office staff. 2.5% escalator YR2-YR5
YR1 $1,000/office staff for furniture and other FFE
YR1 $1,000/office staff for computers and software
YR1 $500/mo copier(s) lease and supplies + 2.5% esc.
As needed
Accounting/CFO support $2.5K/mo as needed +2.5% esc
YR1 average for small school
YR1 fees +all ACA requirements at $125/mo +10% esc
YR1 $1,500 + 10% escalator
As needed
YR1 $.70/sqft (other factors enrollment, asset value)
YR1 $500/FT employee. YR2-YR5 $1.0K/FT employee
See Nurse line item for Health Service support
As needed
As needed
YR1 estimate $100/student/yr
YR1 $500/mo phone, $1500/mo hi speed fiber internet (erate)
Food service economics at breakeven.
YR 1 $12kK per contract @ $315/student
+2.5% escalator
+2.5% escalator
YR1 $1.50 sqft for day/night service and supplies
YR1 $500/mo. Depends on lunch program
YR1 $500/teacher. YR2-YR5 5days per teacher @$100/day
YR4 Training. YR5 Implementation

YR1-YR5 cap at $8/sqft/yr lease
CAM-Covered in lease agreement
YR1 Best practices @ $.24/sqft
YR1 @ $1.25/sqft (power,water,gas)
YR1 @ $.05/sqft (comparables)
IT infrastructure @ $.85/sqft YR1-- YR 3. Then flat@10K/YR

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name: Spence	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash Disbursements:													
PERSONNEL													
Principal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Social Services (Social Worker/Counselor/Nurse)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
FICA	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Personnel	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
INSTRUCTION													
Textbooks													$0
Classroom Supplies													$0
Computers													$0
Software													$0
Field Trips													$0
Instructional Equipment													$0
Library and Media Center													$0
Student Assessment													$0
Classroom Furniture													$0

PE Equipment													$0
Art Supplies													$0
													$0
													$0
Total Instruction	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
SERVICES & SUPPLIES													
Student Uniforms													$0
Athletic Program													$0
Office Supplies													$0
Office Furniture													$0
Office Computers & Software													$0
Printing and Copy Services													$0
Postage and Shipping													$0
Bookkeeping													$0
Audit													$0
Payroll Services													$0
Banking Fees													$0
Legal Services													$0
Liability & Property Insurance													$0
Staff Development													$0
Special Education													$0
Health Services													$0
Staff Recruitment													$0
Student Recruitment													$0
Tech Support													$0
Phone/Internet Service													$0
Food Service													$0
Transportation													$0
Health Supplies													$0
Pest Control													$0
Janitorial Supplies & Services													$0
Waste Disposal													$0
Marketing													$0
													$0
													$0
Total Services & Supplies	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
FACILITIES													
Rent/Lease/Mortgage													$0
Grounds Maintenance													$0
Maintenance & Repair													$0
Utilities													$0
Fire Safety and Compliance													$0
													$0
													$0
Total Facilities	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
(C) TOTAL DISPURSEMENTS	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
CONTINGENCY FUND													$0
(D) NET REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

ENDING CASH (A+D)	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	

CASH FLOW PROJECTIONS-YEAR 1

School Name: Spence	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$0	$143,446	$14,777	$55,558	$110,339	$165,120	$219,900	$221,348	$222,795	$224,243	$225,690	$228,638	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$267,946	$3,215,356
Meal Fees		$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200		$72,000
Fieldtrip Fees		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$267,946**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$277,146**	**$267,946**	**$3,307,356**
Cash Disbursements:													
PERSONNEL													
Principal	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$140,000
Social Services (Social Worker/Counselor/Nurse)		$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$15,000	$90,000
Technology Support		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers		$70,832	$70,832	$70,832	$70,832	$70,832	$70,832	$70,832	$70,832	$70,832	$70,832	$141,663	$849,980
Arts/PE/Comp Sci		$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$28,333	$169,996
Athletics/Extracurricular Coaches		$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
Special Education Teacher		$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$14,166	$28,333	$169,996
Office Manager	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Assistant		$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$2,917	$5,833	$35,000
Business manager	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Maintenance		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service		$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$5,000	$30,000
Retirement Benefits	$2,668	$18,164	$18,164	$18,164	$18,164	$18,164	$18,164	$18,164	$18,164	$18,164	$18,164	$33,659	$217,966
Health Benefits	$1,917	$13,125	$13,125	$13,125	$13,125	$13,125	$13,125	$13,125	$13,125	$13,125	$13,125	$24,333	$157,500
FICA	$1,389	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$18,182	$117,425
Other Payroll Expenses/Taxes	$109	$748	$748	$748	$748	$748	$748	$748	$748	$748	$748	$1,387	$8,978
													$0
													$0
Total Personnel	**$21,917**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$169,737**	**$317,557**	**$2,036,841**
INSTRUCTION													
Textbooks		$80,000											$80,000
Classroom Supplies	$11,000	$6,000	$5,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000		$30,000
Computers	$31,250	$31,250											$62,500
Software	$0	$10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0		$10,000
Field Trips	$0	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000
Instructional Equipment	$6,000	$5,000	$10,000										$21,000
Library and Media Center	$0	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000
Student Assessment	$0	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800		$8,000
Classroom Furniture	$25,000	$25,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$0		$60,000

PE Equipment	$0	**$2,000**	**$250**	**$250**	**$250**	**$250**	**$250**	**$250**	**$250**	**$250**	**$0**		$4,000
Art Supplies	$0	$3,750	$250	$250	$250	$250	$250	$250	$250	$250	$250		$6,000
													$0
													$0
Total Instruction	**$73,250**	**$167,800**	**$21,550**	**$7,550**	**$7,550**	**$7,550**	**$7,550**	**$7,550**	**$7,550**	**$7,550**	**$6,050**	**$0**	**$321,500**
SERVICES & SUPPLIES													
Student Uniforms	$0												$0
Athletic Program	$0												$0
Office Supplies	$1,500	$1,000	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$3,500
Office Furniture	$4,000	$2,000	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$7,000
Office Computers & Software	$2,500	$3,500	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$7,000
Printing and Copy Services		$545	$545	$545	$545	$545	$545	$545	$545	$545	$545	$545	$6,000
Postage and Shipping		$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$1,000
Bookkeeping		$2,727	$2,727	$2,727	$2,727	$2,727	$2,727	$2,727	$2,727	$2,727	$2,727	$2,727	$30,000
Audit		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$9,000	$9,000
Payroll Services		$136	$136	$136	$136	$136	$136	$136	$136	$136	$136	$136	$1,500
Banking Fees		$136	$136	$136	$136	$136	$136	$136	$136	$136	$136	$136	$1,500
Legal Services		$273	$273	$273	$273	$273	$273	$273	$273	$273	$273	$273	$3,000
Liability & Property Insurance		$2,545	$2,545	$2,545	$2,545	$2,545	$2,545	$2,545	$2,545	$2,545	$2,545	$2,545	$28,000
Staff Development		$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$1,591	$17,500
Special Education		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment		$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$1,000
Student Recruitment		$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$1,000
Tech Support		$3,636	$3,636	$3,636	$3,636	$3,636	$3,636	$3,636	$3,636	$3,636	$3,636	$3,636	$40,000
Phone/Internet Service		$2,182	$2,182	$2,182	$2,182	$2,182	$2,182	$2,182	$2,182	$2,182	$2,182	$2,182	$24,000
Food Service		$6,545	$6,545	$6,545	$6,545	$6,545	$6,545	$6,545	$6,545	$6,545	$6,545	$6,545	$72,000
Transportation		$11,455	$11,455	$11,455	$11,455	$11,455	$11,455	$11,455	$11,455	$11,455	$11,455	$11,455	$126,000
Health Supplies		$218	$218	$218	$218	$218	$218	$218	$218	$218	$218	$218	$2,400
Pest Control		$218	$218	$218	$218	$218	$218	$218	$218	$218	$218	$218	$2,400
Janitorial Supplies & Services		$5,455	$5,455	$5,455	$5,455	$5,455	$5,455	$5,455	$5,455	$5,455	$5,455	$5,455	$60,000
Waste Disposal		$545	$545	$545	$545	$545	$545	$545	$545	$545	$545	$545	$6,000
Marketing		$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$91	$1,000
Sub Agency		$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$0	$10,000
New Tech Network (online PBL)	$0												$0
Total Services & Supplies	**$8,000**	**$46,073**	**$39,873**	**$39,873**	**$39,873**	**$39,873**	**$39,873**	**$39,873**	**$39,873**	**$39,873**	**$39,873**	**$47,873**	**$460,800**
FACILITIES													
Rent/Lease/Mortgage							$53,333	$53,333	$53,333	$53,333	$53,333	$53,333	$320,000
Grounds Maintenance	$0												$0
Maintenance & Repair		$873	$873	$873	$873	$873	$873	$873	$873	$873	$873	$873	$9,600
Utilities	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Fire Safety and Compliance	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$2,000
IT Infrastructure Build-Out (scalable)	$17,000	$17,000	$0										$34,000
													$0
Total Facilities	**$21,333**	**$22,206**	**$5,206**	**$5,206**	**$5,206**	**$5,206**	**$58,539**	**$58,539**	**$58,539**	**$58,539**	**$58,539**	**$58,539**	**$415,600**
(C) TOTAL DISPURSEMENTS	**$124,500**	**$405,816**	**$236,366**	**$222,366**	**$222,366**	**$222,366**	**$275,699**	**$275,699**	**$275,699**	**$275,699**	**$274,199**	**$423,969**	**$3,234,741**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$33,148	**$33,148**
(D) NET REVENUE (B-C)	**$143,446**	**($128,669)**	**$40,781**	**$54,781**	**$54,781**	**$54,781**	**$1,447**	**$1,447**	**$1,447**	**$1,447**	**$2,947**	**($189,171)**	**$39,467**

ENDING CASH (A+D)	**$143,446**	**$14,777**	**$55,558**	**$110,339**	**$165,120**	**$219,900**	**$221,348**	**$222,795**	**$224,243**	**$225,690**	**$228,638**	**$39,467**	

CASH FLOW PROJECTIONS-YEAR 2

School Name: Spence	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$39,467	$49,176	$58,885	$68,594	$78,303	$88,012	$97,721	$107,430	$117,139	$126,848	$136,557	$146,266	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$329,574	$3,954,888
Meal Fees	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$86,400
Field Trip Fees	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$338,774**	**$4,065,288**
Cash Disbursements:													
PERSONNEL													
Principal	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$11,958	$143,500
Social Services (Social Worker/Counselor/Nurse)	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$7,688	$92,250
Technology Support	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
Teachers	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$87,123	$1,045,475
Arts/PE/Comp Sci	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$25,411	$304,930
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	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$14,520	$174,246
Office Manager	$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
Office Assistant	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$2,990	$35,875
Business manager	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$4,271	$51,250
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$30,750
Retirement Benefits	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$24,603	$295,241
Health Benefits	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$16,500	$198,000
FICA	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$12,548	$150,573
Other Payroll Expenses/Taxes	$941	$941	$941	$941	$941	$941	$941	$941	$941	$941	$941	$941	$11,286
	$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	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$218,615**	**$2,623,377**
INSTRUCTION													
Textbooks	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$16,000
Classroom Supplies	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$36,000
Computers	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$5,208	$62,500
Software	$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
Field Trips	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Instructional Equipment	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$57,000
Library and Media Center	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Student Assessment	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$9,600
Classroom Furniture	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000

PE Equipment	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$4,800
Art Supplies	$600	$600	$600	$600	$600	$600	$600	$600	$600	$600	$600	$600	$7,200
	$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 Instruction	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$23,092**	**$277,100**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$299	$299	$299	$299	$299	$299	$299	$299	$299	$299	$299	$299	$3,588
Office Furniture	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Office Computers & Software	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Printing and Copy Services	$513	$513	$513	$513	$513	$513	$513	$513	$513	$513	$513	$513	$6,150
Postage and Shipping	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Bookkeeping	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$2,563	$30,750
Audit	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$9,000
Payroll Services	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$1,650
Banking Fees	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$1,650
Legal Services	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Liability & Property Insurance	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$33,600
Staff Development	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$44,000
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Student Recruitment	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$1,000
Tech Support	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$4,000	$48,000
Phone/Internet Service	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Food Service	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$7,200	$86,400
Transportation	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$12,600	$151,200
Health Supplies	$205	$205	$205	$205	$205	$205	$205	$205	$205	$205	$205	$205	$2,460
Pest Control	$205	$205	$205	$205	$205	$205	$205	$205	$205	$205	$205	$205	$2,460
Janitorial Supplies & Services	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$72,000
Waste Disposal	$513	$513	$513	$513	$513	$513	$513	$513	$513	$513	$513	$513	$6,150
Marketing	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$85	$1,025
Sub Agency	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$1,458	$17,500
New Tech Network (online PBL)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Services & Supplies	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$45,799**	**$549,583**
FACILITIES													
Rent/Lease/Mortgage	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$32,000	$384,000
Grounds Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance & Repair	$960	$960	$960	$960	$960	$960	$960	$960	$960	$960	$960	$960	$11,520
Utilities	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$60,000
Fire Safety and Compliance	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
IT Infrastructure Build-Out (scalable)	$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
0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Facilities	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$41,560**	**$498,720**
(C) TOTAL DISPURSEMENTS	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$329,065**	**$3,948,780**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$40,772	**$40,772**

(D) NET REVENUE (B-C)	$9,709	$9,709	$9,709	$9,709	$9,709	$9,709	$9,709	$9,709	$9,709	$9,709	$9,709	($31,063)	$75,736
ENDING CASH (A+D)	$49,176	$58,885	$68,594	$78,303	$88,012	$97,721	$107,430	$117,139	$126,848	$136,557	$146,266	$115,203	

School Name: Spence	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	

Tab 22: CFO Resume

Lisa C. Price

[redacted]

SUMMARY Enterprising Finance and Operations Executive skilled in FP&A, Collaborative Leadership, Education Management, Strategic Planning and Information Technology. Specializes in quickly integrating multiple disciplines into real-time practical applications necessary to achieve organizational objectives. Proven track record with Start-Up Execution, Controllership and Treasury Duties, Strategy and Forecasting, Technology Systems, Facilities Management and Business Management. Pursuing Lean Six Sigma Black Belt Certification.

EXPERIENCE

2013 - Present **Wesley International Academy Inc. – A Public Charter School Serving 780 students/91 staff** (GA)
Chief Financial Officer/Technology/Facilities
Responsibilities include managing a $8.5M annual operating budget, risk, enterprise networking, benefit administration and facility maintenance. Reports directly to the Executive Director and Board of Directors.

- Managing a business network infrastructure project, that includes Layer 1 through Layer 3 design upgrades, to accommodate +400 wired/wireless devices and 45 APs. Network redesign will improve system performance while providing secure content management for both staff and students. Long-term benefits will include better utilization of technology to empower teachers and engage students, while reducing or eliminating many consumable expenses.
- Collaborated with the Executive Director and staff focus group to develop and model a new 2015-2018 Salary Schedule for teachers. The new schedule is unique to sector standards (Education) in that it reflects the concept of salary bands, as opposed to traditional salary tables. The schedule improves leadership's competitiveness with attracting talent, while reducing teacher turnover. The average base salary increase was 11% for the 2014-2015 fiscal.
- Led a thorough review of the impact of rising health care costs on 2014-2018 budget forecasts. An unexpected +50% annual premium increase required swift action to solicit multiple market quotes, while shifting our health insurance subsidy from a percentage basis, to a quisi- "Defined Contribution Model." The final offerings gave employees more control of out of pocket expenses by providing options that empowered them to gauge their risk, while the organization reduced premium projections by 50%.
- Collaborated with Board Members, and our legal team, to negotiate a final settlement agreement with an Educational Management Organization. Responsibilities focused on quantifying risks based on contractual obligations, as well as determining the likelihood of a long negotiation, based on precedent. Our negotiating position was aggressive based on thorough data analysis. The negotiations yielded a settlement of $400K of disputed expenses, for a one- time payment of $40K.
- Developed a student enrollment lottery model for the purpose of randomly selecting over 700 student names for the annual waitlist drawing event. The pre and post work process typically required two weeks of committed full time resources. The model improved process performance by 20%, as measured by cycle time.

2007 – 2013 **Wesley International Academy Inc./Imagine Schools – A Public Charter School** (Atlanta, GA)
Director of Finance and Operations/Regional Business Manager
Managed budgets ranging from $2.5M to $6M and provided day-to-day operational support for Start-Up Charter Schools. Responsibilities included supporting Board Initiatives through FP&A, risk

management, strategic planning, RFP preparation and review, audit prep and the development of financial policies and procedures.

- Developed and defended Wesley's 5YR Financial Forecast to the Georgia Department of Education as part of a collaborative effort to renew the school's charter through 2018. The charter application received endorsements by both Atlanta Public Schools and the State Board of Education. The charter was renewed through 2018.
- Lead the consolidation/transition of all outsourced business services to in-house managed support services. The functional areas included payroll, finance and accounting, health care and insurance. The consolidation of services was driven by year-over-year performance metrics that indicated 3rd party outsourcing costs were unsustainable. The transition occurred in fiscal 2012. The operational savings associated with in-house managed business services exceeded $700,000 in fiscal 2013.
- Actively managed "state mandated" independent financial audits from 2008-2013. The last three consecutive audit reports reflected an "Unqualified Opinion" with no recommendations or findings. Wesley's documented financial management has been recognized by Atlanta Public School as a benchmark Charter School for best financial practices.

2003 – 2007 **Real Estate Investments/The Bryan Group/Caldwell Banker** (Vienna, VA/Atlanta, GA)
Part-time Realtor
Facilitated over $13M of investor and residential transactions.

1999 – 2003 **US Airways** (Arlington, VA)
Manager – Financial Planning/Airline Business Analysis/HR Systems
Managed small teams specifically focused on improving business performance (productivity, reducing costs) and customer service, while establishing key corporate benchmarks to improve management decision-making.

- Proposed and led corporate initiatives to standardize the Capital Expenditure due diligence approval process. Executed a cost effective technology solution that yielded process productivity improvements of 66% (improvements measured in reduced touch points and approval cycle time).
- Managed the Corporate Capital Budget ($215M) for 2000. Reviewed over 1,000 requests for funding and closed out spending $25M under budget.
- Supported bankruptcy-restructuring efforts by identifying $100M/YR in potential cost savings that were necessary to secure government loan guarantees and DIP financing. The team developed a portfolio analysis tool to assess risks and project future cash flows.

1997 – 1999 **ExxonMobil Corporation (Mobil)** (Houston, TX/Fairfax, VA)
Business Development Analyst/ Performance Analyst

1990 – 1994 **ExxonMobil Corporation (Exxon)** (Thousand Oaks, CA)
Senior Project Engineer – Exploration and Production

EDUCATION University of North Carolina, Kenan-Flagler Business School – MBA, 1997
Prairie View A&M University – BS Mechanical Engineering, 1990

INTERESTS Wesley Aviation Club, Civil Air Patrol (AEM), Junior Achievement, Organization of Black Aerospace Professionals (OBAP), National Black MBA Association, Owner: Lisa's Joint songwriting and production company, Former Board Member: Kenan-Flagler Alumni Speaker Series.

Tab 24: Tax-Exempt Status Letter

[redacted]

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 16, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

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 are 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 classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Director, Exempt Organizations

Letter 947

THE SPENCE INSTITUTE OF LEADERSHIP

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947

Tab 25:

Enrollment Application

The Spence Institute of Leadership and Learning

DeKalb County School District

2017-2018 Enrollment Requirements

- ❒ NEW STUDENT APPLICATION * (completed and signed – 2 pages)
- ❒ AFFIDAVIT OF RESIDENCY * signed and *notarized*
- ❒ PARENTAL/LEGAL GUARDIAN PHOTO IDENTIFICATION
- ❒ DEED/MORTGAGE STATEMENT or LEASE/RENTAL AGREEMENT signed and *notarized* by parent/guardian and residency owner and other supporting documents
- ❒ GEORGIA POWER BILL with your DeKalb County zoned address (*current within 30 days of re-enrollment*)
- ❒ TWO ADDITIONAL SUPPORTING DOCUMENTS IN YOUR NAME SHOWING THE RESIDENCE PROPERTY ADDRESS
- ❒ BIRTH CERTIFICATE (original – copies will be made)
- ❒ CERTIFICATE OF IMMUNIZATION (Form 3231) - Georgia state law requires a valid Certificate of Immunization OR Affidavit of Religious Objection. The Certificate of Immunization must be completed by the health department or your private physician. A valid Form #3231 **must be marked with either "Date of Expiration" or as "Complete for School Attendance"; a certificate marked with a "Date of Expiration" expires on the date indicated; a current certificate must be submitted within 30 days of expiration.)**
- ❒ CERTIFICATE OF EAR, EYE AND DENTAL EXAM – (Form 3300) - ***dated within the last year of applying; please ensure there is a signature by each section***) – This form is available from the health department or your physician and dentist. If completed within the last 12 months, a letter from the appropriate healthcare professionals and out-of-state certificates are acceptable stapled to the state form.
- ❒ SSN (copy or Statement of Objection Form)
- ❒ PROOF OF LEGAL GUARDIANSHIP (bring most current if applicable)
- ❒ PROOF OF LEGAL CUSTODY (bring most current if applicable)
- ❒ COMPULSORY ATTENDANCE NOTICE*
- ❒ RECORDS FROM PREVIOUS SCHOOL:
  - ➲ Transcript (bring most current if applicable)
  - ➲ Report Card (bring most current if applicable)
  - ➲ Test Results (bring most current if applicable)
  - ➲ Discipline Report (bring most current if applicable)

*These documents are available to download on the homepage of our website.

NOTE: <u>INCOMPLETE ENROLLMENT PACKETS WILL NOT BE ACCEPTED.</u>
PLEASE PROVIDE ALL DOCUMENTS LISTED ABOVE AT <u>ONE TIME</u>.
ALL DOCUMENTS MUST BE READABLE.

DeKalb County School District

NOTARIZED AFFIDAVIT OF RESIDENCE FORM
DOE Rule 160-5-1-.28
DeKalb Board of Education Policies AD and JBC

I. Instructions for Completing Affidavit of Residence

This form is to be completed for a student attending a school within the DeKalb County School District who resides with his or her parent(s) or legal guardian(s), but whose residence is located in the home of another adult living within the boundaries of the DeKalb County School District. The Affidavit of Residence is valid for the current school year only, as long as the student and the student's parent(s) or legal guardian(s) continue to reside at the address listed on the affidavit during that school year. The affidavit must be submitted annually before the start of each school year or upon moving into the attendance area of the new school.

Parent(s) or legal guardian(s) must submit the Affidavit of Residence and all required documents (listed below) to the school within the 30 days of the date that the Notary Public certifies the Affidavit of Residence.

II. Procedures to Verify Co-Residence (Four Steps)

Prior to Coming to the School:

1. Parent(s)/legal guardian(s) obtains a copy or prints the five page affidavit form (this document); and
2. Parent(s)/legal guardian(s) must complete pages two-three (2-3) of the affidavit form (this document) in the presence of a Notary Public and have the Notary Public certify the document.

Parent/Legal Guardian and Owner/Lessee Come to School Together:

3. Owner/lessee completes page four (4) in the presence of a school official; and
4. The parent(s)/legal guardian(s) **and** the owner/lessee **must both be present** to submit the required documents (listed in Section IV below) to the school (**no exceptions will be made**).

III. Reminders

1. If the parent(s)/legal guardian(s) and student move from the attendance area of the school in which the student is enrolled, the Affidavit of Residence is null and void.
2. If the parent(s)/legal guardian(s) would like the student to continue attending a school, parent(s)/legal guardian(s) must follow the same procedures and re-submit the Affidavit of Residence and all required documents **each** year.

IV. Required Documents for Proof of Residence

Parent(s)/Legal guardian(s): (1) Completed Affidavit of Residence (pages 2-3) that is certified by a notary public before coming to school; (2) photo ID; and (3) piece of official business mail addressed to the parent(s) / legal guardian(s) at the address listed on Affidavit of Residence. **All three** of these items are **required**.

Owner/Lessee: (1) Page 4 of the Affidavit of Residence (completed in the presence of a school official—please wait to fill out until the visit to the school); (2) photo ID; (3) apartment/house lease or mortgage deed and (4) current utility bill (must be gas, electric, or water) in the name of the owner/lessee. **All four** of these items are **required**.

Pages Two and Three of the Affidavit of Residence must be completed by the student's parent(s) or legal guardian(s) and witnessed by a notary public before coming to the school.

Affidavit of Parent(s) or Legal Guardian(s)

I, _____, of lawful age, being first duly sworn under oath state that:
Print Full Name

1. I presently and permanently reside at _____

   _____

   which is my legal residence located in DeKalb County, Georgia but outside the city limits of Atlanta or Decatur.

2. I am the parent or legal guardian of _____,
   Print Student's Full Name

   _____, _____,
   Print Student's Full Name Print Student's Full Name

   _____, _____,
   Print Student's Full Name Print Student's Full Name

   who reside(s) with me at the address listed in paragraph 1 above.

3. My child(ren) and I began residing at the address listed above on _____ /_____/_____.
   Month Day Year

4. The name and last known address of the student's parent(s) or legal guardian(s):

   Parent(s) or Legal Guardian(s) Name _____

   Address _____

Affirmations:

1. I attest that this request to attend _____ is not primarily intended to allow the student to attend a particular school that he or she would not otherwise be able to attend because it is outside of his or her designated attendance area, nor is this affidavit being completed for the purpose of participating in athletics at a particular school, to utilize special services or programs offered at a particular school, or any other similar reason.

2. I further attest that the student(s) named above is (are) not currently under a long-term suspension or expulsion from his/her/(their) most recent school nor is he/she/(their) currently subject to a recommendation for long-term suspension or expulsion from his/her most recent school.

3. I understand that if any of the information provided on this affidavit is changed for any reason, it is my responsibility to immediately notify the school system.

4. I also understand that the DeKalb County School District Superintendent or designee may verify the facts contained in this affidavit and conduct an audit on a case-by-case basis after the student has enrolled in a public school with the DeKalb County School District. The audit may include a personal visit to the student's home at the residence listed in this affidavit by a school district attendance officer or other employee of the District to verify the facts sworn to in this affidavit.

NOTICE OF PENALTIES AND CRIMINAL LIABILITY

I, _____ understand that if I provide false information or defraud the DeKalb County School District on this Affidavit of Residence, I will be required to pay for the costs incurred by the District for the period that the ineligible student is enrolled, as set forth in O.C.G.A. § 20-2-133.

If the costs incurred by the DeKalb County School District are collected by an attorney, I may be obligated to pay for all expenses and attorneys' fees incurred by the Board of Education in the collection of same.

I may be prosecuted, held criminally liable and imprisoned for not less than one nor more than ten years if I am found guilty or forgery in the first degree, pursuant to O.C.G.A. § 16-9-1.

I may be prosecuted, held criminally liable, and imprisoned for not less than one nor more than five years if I am found guilty of forgery in the second degree, pursuant to O.C.G.A. § 16-9-2.

I may be prosecuted, held criminally liable, and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both, if I am found guilty of making false statements pursuant to O.C.G.A. § 16-10-20.

I may be prosecuted, held criminally liable and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both if I am found guilty of false swearing pursuant to O.C.G.A. § 16-10-71.

By executing this affidavit, I solemnly swear or affirm under the penalties listed above that the contents of this affidavit are true and accurate.

_____ _____

Signature of Parent / Legal guardian Date

_____

Section for Notary Public

SWORN TO (OR AFFIRMED) AND SUBSCRIBED BEFORE ME ON THIS

_____ day of _____, 201____,

_____ [Notary Seal]

Notary Public

My Commission Expires:

This page (page 4) is to be completed by the owner/lessee in the presence of a school district official. Please DO NOT fill out this page until you arrive at the school.

Sworn Statement of Owner/Lessee

I, _____ , of lawful age, certify that I am the (circle one) owner /lessee of the premises identified in paragraph 1 on page 2 of the Affidavit of Residence, and that the above named parent(s)/ legal guardian(s) and student(s) permanently reside at the address identified in paragraph 1 on page 2 of the Affidavit of Residence.

NOTICE OF PENALTIES AND LIABILITY

I, _____ understand that I may be subject to the following criminal liability for engaging the following conduct.

I may be prosecuted, held criminally liable and imprisoned for not less than one nor more than ten years if I am found guilty or forgery in the first degree, pursuant to O.C.G.A. § 16-9-1.

I may be prosecuted, held criminally liable, and imprisoned for not less than one nor more than five years if I am found guilty of forgery in the second degree, pursuant to O.C.G.A. § 16-9-2.

I may be prosecuted, held criminally liable, and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both, if I am found guilty of making false statements pursuant to O.C.G.A. § 16-10-20.

I may be prosecuted, held criminally liable and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both if I am found guilty of false swearing pursuant to O.C.G.A. § 16-10-71.

By executing this statement, I solemnly swear or affirm under the criminal penalties listed above that the contents of this statement are true and accurate.

Signature_____
To be signed in the presence of a school official

Date: _____

Owner /Lessee Name_____
Print Full Name

Address _____

_____

For School Use

Any person making application to enroll a student using an affidavit must provide the following documents as proof of residency (please initial that you have viewed or received documents, as required):

Parent/Guardian:

_____ 1. Copy of business letter from the parent's or legal guardian's place of employment or other official business letter addressed to the parent(s) or legal guardian(s) at the address listed on the affidavit.

_____ 2. Copy of picture ID for the parent or legal guardian requesting to enroll a child.

Owner/Lessee:

_____ 3. Current utility bill in the name of the owner or lessee (gas, electric, or water)

_____ 4. Copy of the current lease or mortgage deed

_____ 5. Copies of picture ID for the owner /lessee

_____ 6. Observed owner/lessee fill out pages 4 in front of registrar.

School Official (print):_____ Date_____

Name of School: _____ School Year: _____

Students on Affidavit

	Name	Pupil Number
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

The Spence Institute of Leadership & Learning

2017-2018 Student Application

For Office Use Only:

Date/Time Rec'd: _____

Rec'd By: _____

Address Confirm: _____

Applying for Grade: _____

Gender: _____

Student Information

Last Name:	First Name:	Middle Name:	Suffix:

Applying for Grade:	Gender:	Date of Birth:	Current Age:	Social Security Number:

State of Birth	Country of Birth: (if not USA)	Date Entered US:	Date Entered US School:
Home Phone:	Has the Family lived in another county in the last three (3) years? ❑ Yes ❑ No	If yes, what is the date your family arrived in DeKalb county?	

Home Address(where student resides):	Apt#:	City:	State:	Zip:

What language (s) did the student first learn to speak?	What language(s) does the student speak at home?	What language(s) does the student speak most often?	Is Student in ELL/ESOL Program? ❑ Yes ❑ No

Is your child Hispanic/Latino? ❑ No, Not Hispanic/Latino ❑ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish Culture or origin, regardless of race.)	Does your child have an IEP? ❑ Yes ❑ No (special education)	Does your student have a 504 Plan? ❑ Yes ❑ No	Was/is student in Gifted/Challenge Program? ❑ Yes ❑ No	Was/is Student involved in the Student Support Team? ❑ Yes ❑ N0

***What is your child's race? (Select all that apply)**

❑ **American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment)

❑**Asian** (A person having origins in any of the original people of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

❑ **Black or African American** (A person having origins in any of the Black racial groups of Africa –includes Caribbean Islanders and others of African origin.)

❑**Native Hawaiian** or **Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

❑ **White** (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

Has your family moved in order to work in another city, county, or state, in the last three (3) years? ❒Yes ___ ❒No____ If so, what is the date your family arrived in the city/town you reside? _____; **Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)**

❒ Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
❒ Planting, growing, or cutting trees (pulpwood)/raking pine straw
❒ Processing/packing agricultural products
❒ Dairy/Poultry/Livestock
❒ Meatpacking/Meat processing/Seafood
❒ Fishing or fish farms
❒ Other (Please specify occupation):

Previous School Experience

Pre-School Experience: ❑ None ❑ Private Day Care ❑ Private Pre-School ❑ Babysitter's Home ❑ Early Head Start ❑ GA Lottery ❑ Pre-K Program

Attended a DeKalb Co. Public School before? ❑ Yes ❑ No	Last School Attended (in DCSD)	Last School Attended: (if not DCSD)

Previous School's Address (City, State, Zip):	Previous School's Phone:	Grade:	Withdrawal Date:

Is student currently suspended or pending expulsion from this school? ❑ Yes ❑ No	Reason for current suspension/pending expulsion/involuntary withdrawal:
Has student been expelled from ANY school? ❑ Yes ❑ No	Reason for expulsion/suspension/withdrawal:

Parent/Guardian Information

Student lives with: ❑ Both Parents ❑ Mother Only ❑ Father Only ❑ Legal Guardian ❑ Foster Parent ❑ Grandparent ❑ Other_____ (**If other than parent, documentation is required**.) A student should generally be withdrawn by the person who enrolls them. The parent/legal guardian who enrolled the student may provide the school with written permission accompanied by a copy of the parent/guardian's photo identification for another person to withdraw a child.

Household Name Designation: **Your household will be listed by the last name of the oldest child you have currently enrolled at The Spence Institute**
LAST NAME OF OLDEST CHILD:

**TSILL does not discriminate on the basis of race, creed, color, national origin, religion, sex, age, or handicap in its educational programs, vocational offerings or employment practices.*

A25-008

The Spence Institute of Leadership and Learning
2017-2018
Student Application

Parent/Guardian Information (Continued)				
❒ Mother ❒ Father ❒ Legal Guardian	Last Name:	First Name:		Middle Initial:
Home Phone:	Work Phone:	Cell Phone:	Parent Email:	
Marital Status:	Employer:	Highest Education Received:	Speaks English? ❑ Yes ❑ NO	Custodial Guardian? ❑ Yes ❑ NO
❒ Mother ❒ Father ❒ Legal Guardian	Last Name:	First Name:		Middle Initial:
Home Phone:	Work Phone:	Cell Phone:	Parent Email:	
Marital Status:	Employer:	Highest Education Received:	Speaks English? ❑ Yes ❑ NO	Custodial Guardian? ❑ Yes ❑ NO

Non-Household Person/Emergency Contacts			Can this student be pick up by this person	
Name:	Relationship:	Contact Numbers:	❒ YES	❒ NO
			❒ YES	❒ NO
			❒ YES	❒ NO
			❒ YES	❒ NO
			❒ YES	❒ NO

Siblings Enrolled in DCSD			
Sibling Last Name:	First Name:	Birth Date:	Gender: ❑ Male ❑ Female
Enrolled in DCSD? ❑ Yes ❑ NO	Name of School:		Grade:
Sibling Last Name:	First Name:	Birth Date:	Gender: ❑ Male ❑ Female
Enrolled in DCSD? ❑ Yes ❑ NO	Name of School:		Grade:
Sibling Last Name:	First Name:	Birth Date:	Gender: ❑ Male ❑ Female
Enrolled in DCSD? ❑ Yes ❑ NO	Name of School:		Grade:
Sibling Last Name:	First Name:	Birth Date:	Gender: ❑ Male ❑ Female
Enrolled in DCSD? ❑ Yes ❑ NO	Name of School:		Grade:

Required Parent/Guardian Residency Notice

To be enrolled in DeKalb County Public Schools, students must reside full-time in the DeKalb County attendane zone with their natural parent(s), legal guardian(s), or legal custodian(s). For the purpose of this policy, a resident is defined as an individual who is a full -time occupant of a dwelling located in the DeKalb County and who, on any given school day, is likely to be at their stated address when not at work or school. A person who owns property in the DeKalb County, but does not reside in the DeKalb County, is not considered a resident. **Parents are required to notify DCSD within fourteen (14) days if there is a change in residence.** Representatives of The Spence Institute may visit the home to verify residency. A student enrolled in DCSD under falsified information is illegally enrolled and will be immediately withdrawn from school. Parents and Guardians making false statements or submitting false documentation is a violation of O.C.G.A. §16-9-2, §16-10- 20 and/or §16-10-71 of the criminal laws of the State of Georgia and punishable by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years , or both. O.C.G.A. 16-10-71.

Required Parent/Guardian Residency Notice

I SWEAR OR AFFIRM THAT I AM A FULL-TIME RESIDENT OF THE DEKALB COUNTY OR I AM EMPLOYEE OF THE SPENCE INSTITUTE AND AFFIRM THAT THE INFORMATION THAT I GAVE GIVEN IN THIS DOCUMENT IS, TO THE BEST OF MY KNOWLEDGE, TRUE AND CORRECT.

Parent/Legal Guardian Signature:	Parent/Legal Guardian Signature:
Date:	Date:

TSILL does not discriminate on the basis of race, creed, color, national origin, religion, sex, age, or handicap in its educational programs, vocational offerings or employment practices.

DeKalb County School District

COMPULSORY ATTENDANCE NOTICE

Pursuant to state law O.C.G.A § 20-2-690.1, each parent and student shall receive notice of the **COMPULSORY SCHOOL ATTENDANCE LAW**. Each parent, guardian or person having control or charge of any child between the ages of 6 and 16 are required to enroll and send said child to a public school, private school or any home study program that meets the requirements for public school, private school or any home study program.

Consequences & Penalties for Failure to Comply with the Compulsory School Attendance Law

1) Any parent, guardian or person who has control or charge of children and violates the Compulsory Attendance Law shall be guilty of a misdemeanor. Upon conviction, the parent, guardian or person having control or charge of a child or children 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 the penalties at the discretion of the Court.

2) Each day absence from school in excess of five (5) unexcused days of absence after notice has been given to the parent, guardian or person having control or charge of a child or children, shall constitute a separate offense of Georgia's Compulsory School Attendance Law.

3) After two reasonable attempts to notify the parent, guardian or person having control or charge of a child or children of five (5) unexcused absences without response, the school system shall send a notice to the parent, guardian or person having control or charge of a child or children by certified mail, return receipt requested.

4) Violation of Georgia's Compulsory School Attendance Law shall be referred to the Juvenile Court of competent jurisdiction.

IT IS REQUIRED THAT YOU SIGN, DATE, & RETURN THIS ACKNOWLEDGMENT. The school shall retain a signed copy of this notice through the end of the school year. All students over the age of ten (10) are required to sign this acknowledgement. ***The placement of your signature below acknowledges that you have received and reviewed the Compulsory School Attendance Law.***

_____ _____

Parent/Guardian Signature Date

_____ _____

Parent/Guardian Signature Date

_____ _____

Student Signature *(Required for students ages 10+)* Date

The Spence Institute of Leadership and Learning

DeKalb County School District

AUTHORIZATION FOR RELEASE/REQUEST FOR STUDENT RECORDS

Student Name:_____
(Last) (First) (Middle)

Date of Birth: _____

Name of former School:

_____

_____
Address City State Zip

_____
Phone Number Fax Residing District

I hereby authorize the release of all school records including, but not limited to, my child's academic, immunization and any school information regarding my son/daughter to:

The Spence Institute of Leadership and Learning
[redacted]

X_____ _____
Signature of Parent or Legal Guardian **Date**

Georgia Department of Education
Home Language Survey

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.

Thank You

Student Name: _____

1. Which language does your child most frequently speak at home? _____

2. Which language do adults in your home most frequently use when speaking with your child? _____

3. Which language(s) does your child currently understand or speak? _____

4. If possible, would you prefer notice of school activities in a language **other** than English? Yes No

   If yes, which language? _____

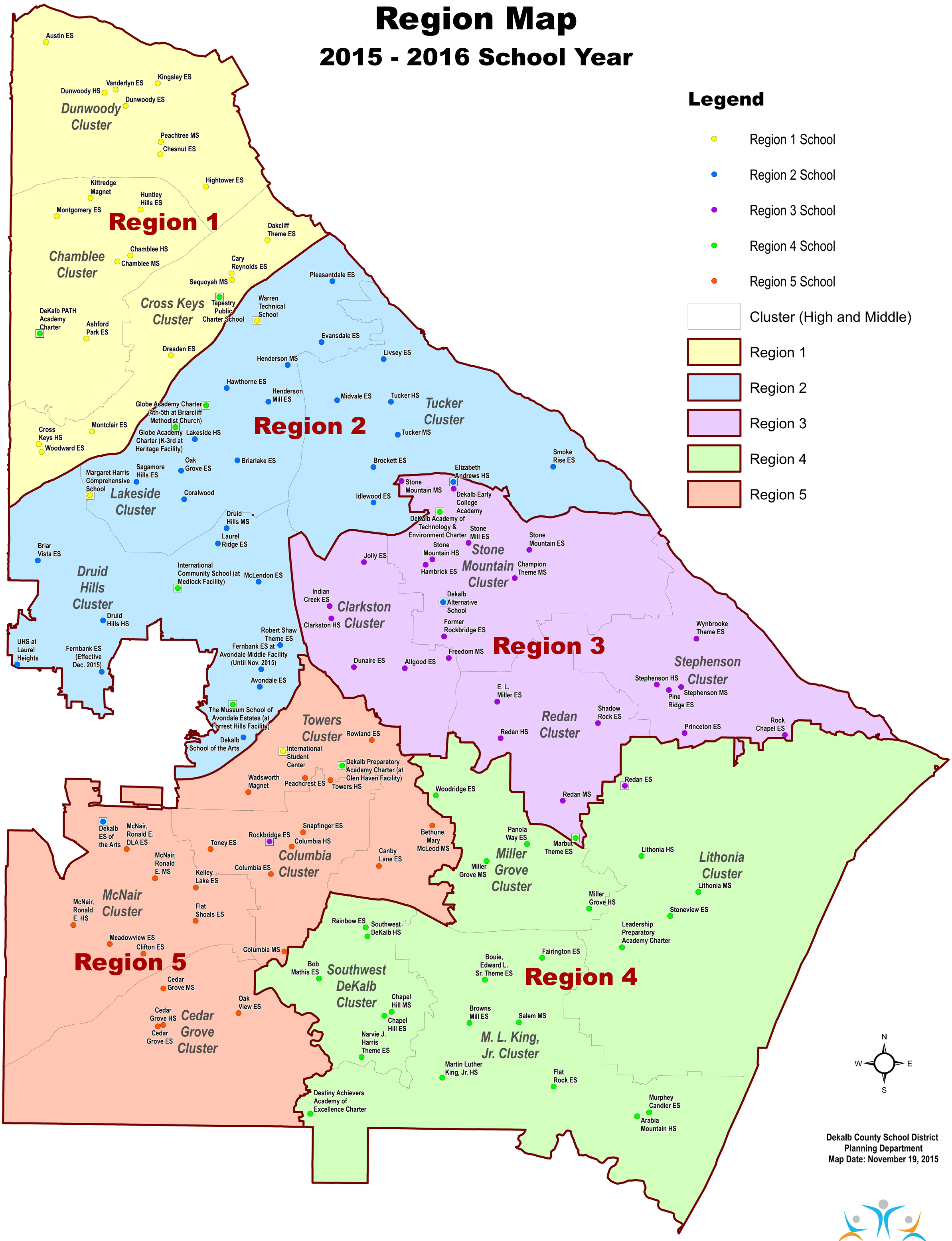
_____ _____

Signature of Parent/Guardian/Other *Date*

DeKalb County School District

Region Map

2015 - 2016 School Year



Legend

- Region 1 School
- Region 2 School
- Region 3 School
- Region 4 School
- Region 5 School
- Cluster (High and Middle)
- Region 1
- Region 2
- Region 3
- Region 4
- Region 5

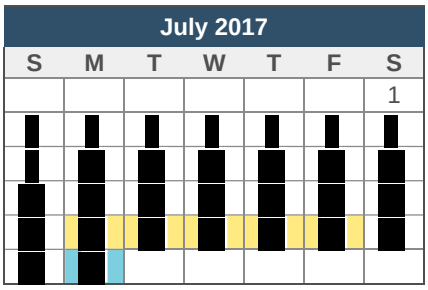
Dekalb County School District
Planning Department
Map Date: November 19, 2015

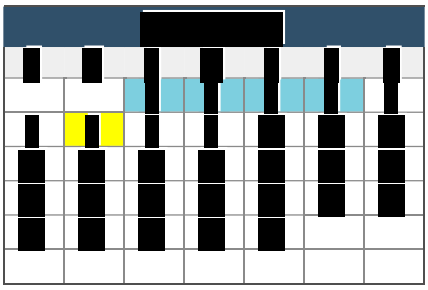
DeKalb County School District

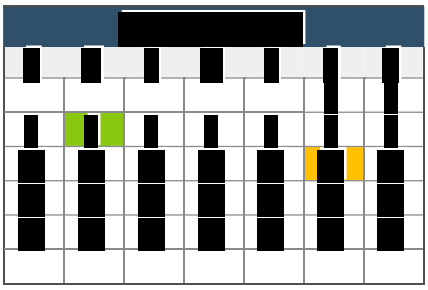
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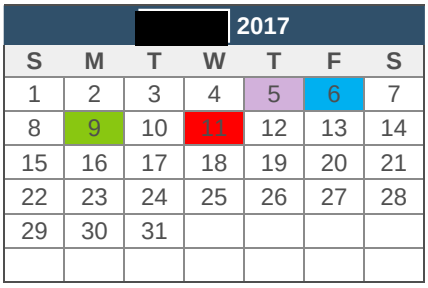
Proposed Calendar & Daily Schedule

The Spence Institute of Leadership and Learning | 2017-2018



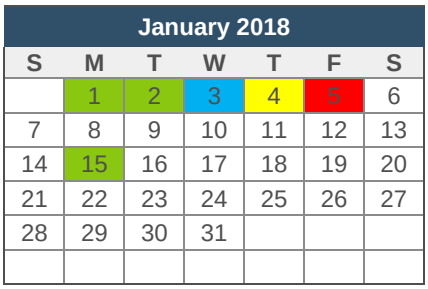


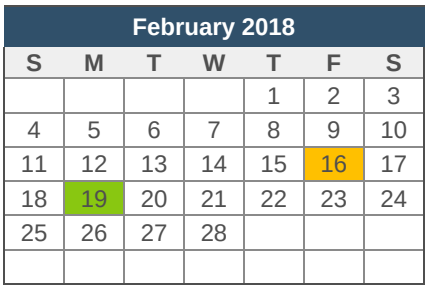


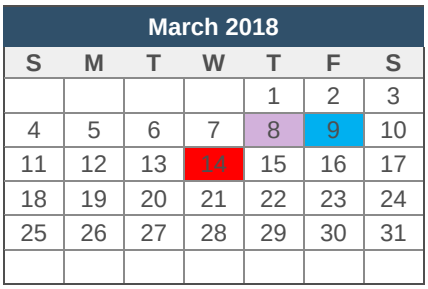


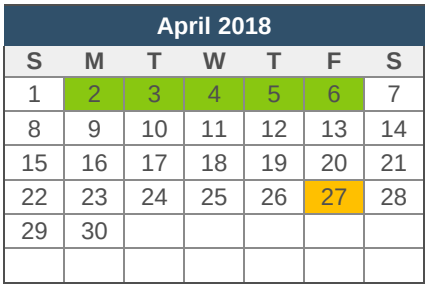


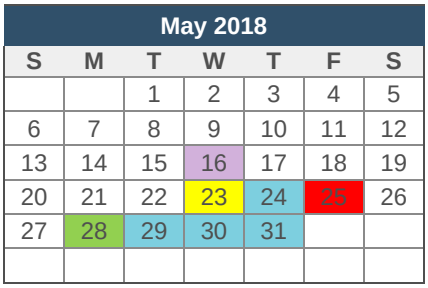














BYOL & Work in Your Classroom July 24-28	Data Day- No School for students	Academic Days for Students- 180 Data Days for Teachers - 3 Planning Days for Teachers - 10
Pre-planning July 31-August 4th	Half Day – Parent & Teacher Conferences	
First & Last Day of School	Nine Weeks Report Card	
Holiday – No SCHOOL	Post-Planning May 24rd- 31st	
Six Week Progress Report		

Primary Institute K-3

Kindergarten	First Grade	Second Grade	Third Grade
7:30-8:00 Morning Study Hall	7:30-8:00 Morning Study Hall	7:30-8:00 Morning Study Hall	7:30-8:00 Morning Study Hall
8:00-10:00 Literacy Block	8:00-10:00 Literacy Block	8:00-10:00 Literacy Block	8:00-10:00 Literacy Block
10:00-10:45 Lunch & Recess	10:00-10:45 Specials	10:00-10:45 Community Meeting	10:00-10:35 Community Meeting
10:50-11:30 Community Meeting	10:50-11:40 Lunch & Recess	10:50-11:35 Specials	10:40-11:30 Lunch & Recess
11:30-1:00 Math	11:45-12:15 Community Meeting	11:40- 12:25 Lunch & Recess	11:35-12:20 Specials
1:05-1:40 Specials	12:15-1:45 Math Block	12:25-1:55 Math	12:25-1:55 Math Block
1:45-2:35 Science	1:45-2:35 Science	1:55-2:40 Science	1:55-2:40 Science
2:35-3:20 Social Studies	2:35-3:20 Social Studies	2:40-3:25 Social Studies	2:40-3:25 Social Studies
3:20-3:45 Afternoon Study Hall	3:20-3:45 Afternoon Study Hall	3:25-3:45 Afternoon Study Hall	3:25-3:45 Afternoon Study Hall

Intermediate Institute 4-8

Fourth Grade-Departmentalized				
	Literacy Teacher	**Math Teacher**	**Science Teacher**	**Social Studies Teacher**
7:30- 8:00	Morning Study Hall			
8:00- 8:55	Class 1	Class 2	Class 3	Class 4
9:00-9:55	Spanish			
10:00-10:55	Class 4	Class 1	Class 2	Class 3
11:00-11:55	Class 3	Class 4	Class 1	Class 2
12:00-12:25	Lunch			
12:30-12:50	Recess			
12:55- 1:50	Class 2	Class 3	Class 4	Class 1
1:55-2:40	Specials			
2:45-3:15	Community Meeting Class 1	Class 2	Class 3	Class 4
3:15-3:45	Afternoon Study Hall Class 1	Class 2	Class 3	Class 4

Fifth Grade-Departmentalized				
	Literacy Teacher	**Math Teacher**	**Science Teacher**	**Social Studies Teacher**
7:30- 8:00	Morning Study Hall			
8:00- 8:55	Class 1	Class 2	Class 3	Class 4
9:00-9:55	Class 4	Class 1	Class 2	Class 3
10:00-10:55	Spanish			
11:00-11:55	Class 3	Class 4	Class 1	Class 2
12:00-12:20	Recess			
12:25-12:50	Lunch			
12:55-1:50	Class 2	Class 3	Class 4	Class 1
1:55-2:35	Community Meeting Class 1	Class 2	Class 3	Class 4
2:40-3:25	Specials			
3:30-3:45	Afternoon Study Hall Class 1	Class 2	Class 3	Class 4

	Homeroom	**1st Period**	**2nd Period**	**3rd Period**	**4th Period**	**5th Period**	**6th Period**	**7th Period**	**8th Period**
	7:30-8:00	**8:03-8:53**	**8:56-9:46**	**9:49-10:39**	**10:42-11:32**	**11:35-12:25**	**12:28-12:58**	**1:01-1:41**	**1:45-2:35**
6th ELA	MSH	Elective	Core	Core	Core	Connections	Advisory	Lunch	Spanish
6th Math	MSH	Core	Elective	Core	Core	Connections	Advisory	Lunch	Spanish
6th Earth Science	MSH	Core	Core	Elective	Core	Connections	Advisory	Lunch	Spanish
6th Global Studies 1	MSH	Core	Core	Core	Elective	Connections	Advisory	Lunch	Spanish
7th ELA	MSH	Spanish	Elective	Core	Connections	Core	Advisory	Lunch	Core
7th Math	MSH	Spanish	Core	Elective	Connections	Core	Advisory	Lunch	Core
7th Life Science	MSH	Spanish	Core	Core	Connections	Elective	Advisory	Lunch	Core
7th Global Studies 2	MSH	Spanish	Core	Core	Connections	Core	Advisory	Lunch	Elective
8th ELA	MSH	Core	Connections	Core	Elective	Spanish	Advisory	Lunch	Core
8th Math	MSH	Core	Connections	Core	Core	Spanish	Advisory	Lunch	Elective
8th Physical Science	MSH	Core	Connections	Core	Core	Spanish	Advisory	Lunch	Core
8th Georgia Studies	MSH	Elective	Connections	Core	Core	Spanish	Advisory	Lunch	Core

	9th Period	
	2:38-3:28	3:28-3:45
6th ELA	Core	ASH
6th Math	Core	ASH
6th Earth Science	Core	ASH
6th Global Studies 1	Core	ASH
7th ELA	Core	ASH
7th Math	Core	ASH
7th Life Science	Core	ASH
7th Global Studies 2	Core	ASH
8th ELA	Core	ASH
8th Math	Core	ASH
8th Physical Science	Elective	ASH
8th Georgia Studies	Core	ASH

MSH- Morning Study Hall

ASH- Afternoon Study Hall

Tab 27:

DCSD Student Code of Conduct & Student Handbook

DeKalb County
School District

CODE OF STUDENT CONDUCT~ STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

2015-2016

ELEMENTARY
MIDDLE
HIGH

The DeKalb County School District provides translation of the Code of Student Conduct~Student Rights and Responsibilities and Character Development Handbook, courtesy of the DeKalb International Welcome Center. Request for a translated hard copy may be made to the school principal or an electronic version is available at www.dekalb.k12.ga.us/student-relations.

The English language version is considered the most accurate.

In the event of a disagreement or discrepancy between the translation and the original English version of this handbook or any notice or disclaimer therein, the original English version will prevail.

French
Déclaration sur la Disponibilité de Traduction/Interprétation

Le District Scolaire du Comté de DeKalb assurera que les parents et les élèves auront accès aux informations essentielles concernant leurs droits et responsabilités dans une langue qu'ils peuvent comprendre. Une copie imprimée de la traduction du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère ou autres documents, ainsi que les services d'interprétation, peuvent être obtenus de l'administration de l'école. Une version électronique du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère est disponible à www.dekalb.k12.ga.us/student-relations.

Somali
Warbixinta HelitaankaTutjumaadda/Fasiraadda
Dugsiga Degmadda DeKalb waxa uu hubin doonaa in dhammaan waalidka iyo ardayda ay ku helaan xogta lamahuraanka ah ee ku saabsan xuquuqdooda iyo waajibaadkooda luqadda ay fahmi karaan. Codsiyadda nuqulo daabacan oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ama warqaddo xogeed oo kale iyo codsiga adeegyadda turjumaadda af celinta ah ayaa loo samayn karaa maamulka dugsiga.Qaab elektarooni ah oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ayaa laga heli karaa www.dekalb.k12.ga.us/student-relations.

Chinese

翻譯/傳譯服務宣言

Dekalb縣學校學區將會保証所有家長和學生對於基本資訊他們是有權利和有責
任由他們的語言而得到明白. 他們可以要求將學生行為準則,
學生權利与責任及人格發展手冊翻譯副本及其他文件或有需要翻譯服務都可
以向學校申請. 學生行為準則,
學生權利与責任及人格發展手冊的電子版本可以在

www. dekalb. k12. ga. us/student-relations

Bengali
অনুবাদ/ভাষান্তরসেবা পাওয়ার ববব্বি

েব মা বাবা এবং ছাত্রছাত্রীরা যাসি িাসদর পসে ববাধগময ভাষায় স্ব স্ব অবধকার এবং দাবয়ত্বগুবির ববষসয় প্রসয়াজনীয় িথ্য বপসি পাসরন বিকযাল্ব কাউবি ক্সুি বিবিক্ট িা েুবনবি করসবা ক্সুি প্রশাসেনর কাসছ ভাষান্তর পবরসষবার অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েংবিি-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকা বা অনযানয দবিসির অনুবাবদি িাি িড কবপর অনুসরাধ করা যায়া www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েংবিি-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকার একটি ইসিক্ট্রবনক েংস্করণ পাওয়া যাসবা

Amharic
የጽሁፍ ወይም የቃል ትርጉም አገልግሎት መግለጫ
የዲካልብ ካውንቲ የትምህርት ሚንስቴር ሁሉም ወላጆች ሊያውቁት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ እንዲሁም የጠባይን እድገት ሁኔታ የሚያስረዳ መጽሄት እና ሌሎች የማስረጃ ጹሁፎችን እና የትርጉም አገልግሎት ጥያቄዎችን ለትምህርት ቤት አስተዳዳሪ ማቅረብ ይቻላል። የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን እና የጠባይን እድገት ሁኔታን የሚገልጹ ጹሁፎች በኤሌክትሮኒክ መስመር በኩል ማግኘት ይቻላል። አድራሻ፡ www.dekalb.k12.ga.us/student-relations.

Spanish
Declaración de disponibilidad de traducción/interpretación
El distrito escolar del condado de DeKalb se asegurará que todos los padres y alumnos tengan acceso a la información esencial relacionada a sus derechos y responsabilidades en un idioma que puedan entender. La solicitud de una copia traducida del Manual del Código de Conducta Estudiantil~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter u otros documentos, como también la solicitud para los servicios de un intérprete se pueden hacer a la administración de la escuela. Una versión electrónica del Manual del Código de Conducta Estudiantil ~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter está disponible en www.dekalb.k12.ga.us/student-relations.

Arabic
بيان لتوفير الترجمة الشفهية و الكتابية
ان هيئة التعليم في منطقة ديكالب للاهالي والطلاب سوف تضمن توفر المعلومات الاساسية فيما يتعلق بالحقوق و الواجبات باللغة العربية او اللغة التي يستطيع ان يفهمها الاهل .
تطلب نسخة مطبوعة عن مدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية و اوراق اخرى تحتاج الى ترجمة من ادارة المدرسة .و كذلك تتوفر نسخة الكترونية لمدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية علي الرابط التالي:www.dekalb.k12.ga.us/student.relations.

Vietnamese
Tuyên Bố về Dịch Vụ Phiên Dịch/Thông Dịch

Hệ Thống Trường Học Quận DeKalb bảo đảm tất cả các cha mẹ và học sinh sẽ được quyền xem các thông tin liên quan đến quyền lợi và trách nhiệm của họ bằng ngôn ngữ mà họ hiểu được. Họ có thể yêu cầu ban quản trị của trường cấp cho những bản dịch thuật in ra của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình, hoặc những tài liệu khác, và yêu cầu những dịch vụ thông dịch. Có thể thấy bản văn điện tử của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình ở trang mạng *www.dekalb.k12.ga.us/student-relations.*

Burmese

စကားပြန်နှင့်ဘာသာပြန်အသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်ရုတိုက်လိုအပ် သောသူတို့ရဲအခွင့်အရေးများနှင့်တာဝန်များ၊များလည်သဘောပေါက်နိုင်သောဘာတိုပေးကမ်းကူညီပေးမ ည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအ ခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုးတက်မှု၊ နှင့်တခြားသော အကြောင်းအ ရာများတို့သည် ဘာသာပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူ ညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအဖွဲ့များ တောင်းဆိုကူညီပေးမည်ဖြစ်သည်။ကျောင်းသား များလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရား များ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုး တက်မှု၊ စာအုပ်များတို့သည် www.dekalb.k12.ga.us/student-relations ဝိုက်ဖစ်စက်မှာကြည့် ရှုနိုင်သည်။

Nepali

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विध्यार्थी र उन्का माता-पितामा आफुले बुज्ने भाषामा अधिकार र जिम्मेवारी सन्दर्भका आवश्यक जानकारीमा आफ्नो पहुच रहेको सुनिश्चित गर्दछ। विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकाश पुस्तिका वा अन्य कागजातका अनुवादित प्रतिलिपिका साथै द्वोभासेका लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ । विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रानिक संस्करण (Copy) www.dekalb.k12.ga.us/student-relations मा पाइने छ

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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 to foster learning.

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 discipline 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 based on the discretion of the handling administrator in proportion but not limited 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, substantial injuries and other relevant factors.

In considering the nature or severity of the behavioral scenario, the disciplinary process may include 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, as authorized by Georgia law.

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 authorized 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 school district and/or the school 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 before school begins/students arrive 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 Parent/Guardian Signature Page found on page 3 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 will 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 are required to 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, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity 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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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:	**Bullying/Harassment/Hazing/Fighting/ Assault/Battery**	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
2015-2016 CHARACTER TRAITS

"The final forming of a person's character lies in their own hands."

-Anne Frank

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 on 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*

CONSEQUENCES FOR VIOLATIONS

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. **Exceptional Education Student procedures must apply.**

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 probationary 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
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

Violations of the *Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* 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.

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 34)

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 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?

OFFENSES AND CONSEQUENCES

1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapors or similar products 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 or electronic cigarettes, vapors or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA)**.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	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.**

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	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 THREATENING/INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME.

STUDENT MUST NOT WEAR HEADPHONES WITH OR WITHOUT ELECTRONIC DEVICES DURING INSTRUCTION TIME UNLESS USED FOR APPROVED MEDICAL OR INSTRUCTIONAL PURPOSES ONLY.

3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS 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 (Gun-Free School Zone Act) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored function, on school property or school buses.

A. Students will not possess, use, or handle any weapon or any other tool, hazardous object or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," "hazardous objects" 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, or look-alike firearms, 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.

ELEMENTARY 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

MIDDLE/HIGH 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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 1 - Conference**
Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: **Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 1 - Conference**
Level 2 - Intervention(s) (see pages 36-37)
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. Students should 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.

ELEMENTARY 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

MIDDLE/HIGH 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.

ELEMENTARY/MIDDLE/HIGH 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 Hearing Officer 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 Hearing Officer 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 Hearing Officer may permit the student, at a recommended time, 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. Students should 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.

ELEMENTARY 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**

MIDDLE/HIGH 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. Students will not cause, invite or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale or ingest any legal substances or will not cause, invite or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

ELEMENTARY 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

MIDDLE/HIGH 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: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee 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 a contract. 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 and the contract will remain in effect. If the GRIP program is not successfully completed, the full 10-day suspension with a contract shall be imposed. This option is available for elementary, middle and high school students

2ND Offense and subsequent offenses 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 assignment to an alternative school.

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.**

ELEMENTARY 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**

MIDDLE/HIGH 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 a contract with the option to attend the Gaining Results Intervention/Prevention (GRIP) program to reduce the suspension to five days, as discussed above. This option is available for elementary, middle and high school students

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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	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-sponsored 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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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, and/or other students or persons.

NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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 parts, 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/injury, see Offense #4b.

ELEMENTARY 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

MIDDLE/HIGH 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 hazardous 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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH 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-sponsored 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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH 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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH 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/Harassment/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 each act of bullying/harassment/hazing that is reported or of which they otherwise become aware.

Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.[1]
[1]www.Stopbullying.gov

Examples of bullying 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:
- 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.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;

- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized 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.

Harassment

Students will not harass or subject another student to any other form of physical, verbal or nonverbal harassment.

Harassment may be defined as offensive behavior (physical, verbal or nonverbal) that intentionally targets a specific person or persons based on race, religion, gender, disability, or national origin.

Examples of harassment include but are not limited to:

- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, disability, age, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation.

Hazing

Students will not haze or subject another student to any other form of physical, verbal or nonverbal hazing (O.C.G.A. § 16-5-61).

Hazing may defined as the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Examples of hazing include but are not limited to:

- Destruction of school or personal property;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Public humiliation;
- Intimidation/domination.

School officials will address each act of bullying/harassment/hazing that is reported or of which they otherwise become aware.

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).

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.

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 Hearing Officers, 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.

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 solely as a result mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 50, 54-57, 74-75.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	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.	

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.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	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).

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	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 60).

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 of absence from school in violation of this section 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* *The Attendance Protocol/Consequences are subject to change at any time.
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 <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.

According to Georgia Department of Education research, an improvement of student attendance by roughly three percent or the equivalent of five instructional days increases the number of students meeting or exceeding standards on the Criterion Reference Competency Test (CRCT) by more 10,000 students.

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.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	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 <u>WILL NOT</u> be suspended for attendance-related infractions <u>only.</u>

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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	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, **<u>terroristic threats</u>**, **<u>gang-related activities</u>**, 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.

ELEMENTARY 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**

MIDDLE/HIGH 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.

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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

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	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
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 <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.

16. BUS MISBEHAVIOR

NOTE: See Bus/Bus Stop Rules and Bus Matrix (pages 33-34)

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.

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)
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, property or well-being of other students, teachers, or other employees of the School District.

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH 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 42.

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.

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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 constitutes 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.

ELEMENTARY 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

MIDDLE/HIGH 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.

ELEMENTARY/MIDDLE/HIGH 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.**

HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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 handled by law enforcement.

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Intervention(s) (see pages 36-37)**
	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.**

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	**Level 5 – Suspension of 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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.

ELEMENTARY 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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
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

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**.**

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)
Maximum: Level 3 – Suspension of 1-3 days

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)
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 to adhere to the student dress code found on pages 63-64 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, **any knockout style punches to an unsuspecting victim**, 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.

ELEMENTARY 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

MIDDLE/HIGH 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

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 part of the road reserved for vehicles
- 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 34)

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
Bullying/Harassment/Hazing	Level 2	Level 3	Alternative School*	Alternative School*
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**

***O.C.G.A**. § **20-2-751.4**

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? If you disagree with this decision, you may appeal to the school principal in writing within one (1) school day of receiving the decision. If you disagree with the principal's decision, you may appeal in writing to the regional superintendent within one (1) school day of receiving the principal's decision. Please refer to the Discipline Due Process flowchart on page 73 of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for a summary of the District's discipline process.

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 based upon DeKalb County School District budgetary mandates.**

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 Hearing Officer 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 Hearing Officer 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 Hearing Officer or 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) Program, **POINTS** (Providing Optional Intervention Needed To Succeed) Program or other consequences as deemed appropriate.

D. No Further Action: The Hearing Officer 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 Hearing Officer 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 1-10 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. A student on short-term suspension is not allowed on school property and may not participate in any school activities or school functions.

"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 Hearing Officer 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 Hearing Officer, 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 Hearing Officer 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, Hearing Officer, 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 the use of force 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.

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 Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers 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 Hearing Officer, 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 School Resource Officer (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, 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 testify at the discretion of the Hearing Officer. 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. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. 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 Hearing Officer with determining whether the student is in violation of an offense and whether punishment must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer 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 Hearing Officer 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 Hearing Officer may impose punishment ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive 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 Hearing Officer'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 request an audio copy of the hearing at the Department of Safe Schools and Student Relations or may order a copy of a written transcript 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. For additional information on the

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 Hearing Officer'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 the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.

    A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.

    - 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 conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District 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 35. 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 visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

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 function.

Students may be expelled for bringing weapons to school. Also, bringing certain 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 calendar 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 calendar 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 13-14.)

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 may 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
SENTENCED TO JAIL
PENALIZED WITH SUBSTANTIAL COURT FINES
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)

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 any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report to the Title IX Officer at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. 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. Please refer to page 74 for the Bullying/Harassment/Hazing flowchart and page 75 for the Bullying/Harassment/Hazing Report Form in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.*

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 Office of Legal Affairs, 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 or religiously 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, HARASSMENT AND HAZING

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, or drugs.

Board Policy: Bullying/Harassment/Hazing **Descriptor Code: JCDAG**

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 and acceptance among students, staff and volunteers.

The District expressly prohibits the bullying/harassing/hazing 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.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

1. is directed specifically at students or school personnel;

2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;

3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Schools shall keep reports of bullying/harassment/hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, 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.

Upon being found in violation, a student who has committed the offense of bullying/harassment/hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying/harassment/hazing shall be implemented in accordance with the accompanying administrative regulation.

Administrative Regulation: Bullying/Harassment/Hazing Descriptor Code JCDAG-R(1)

The District expressly prohibits the bullying/harassment/hazing 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.

A. Definitions

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

B. Prohibited Behaviors

Examples of prohibited behaviors include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- 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;
- 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;
- 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., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging;
- 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;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

C. Reporting Incidents of Bullying/Harassment/Hazing

Bullying/Harassment/Hazing 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. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's Alert Line at 1-888-475-0482 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/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, 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 report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

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 appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

D. Responding to Incidents of Bullying/Harassment/Hazing

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, 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 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, except with respect to the District's notification and reporting obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose of other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/hazing 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).

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/hazing and students who commit an offense of bullying/harassment/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

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 set forth 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) or the **DeKalb County School District Alert Line at 1-888-475-0482.** 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)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. 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 THREATENING/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.

CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges** form.

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 Assistant Principal for discipline 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 Hearing Officer 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 Hearing Officer 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*; 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 for students and staff to 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; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

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, Chief Legal 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 32):

- 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, politically/socially controversial words or graphics 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.

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 non-discrimination 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:

504 Coordinator
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980

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 Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), 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.

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 a 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. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. 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 Hearing Officer 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.

APPENDIX

RIGHT TO KNOW
PROFESSIONAL QUALIFICATIONS OF TEACHERS (ESEA)

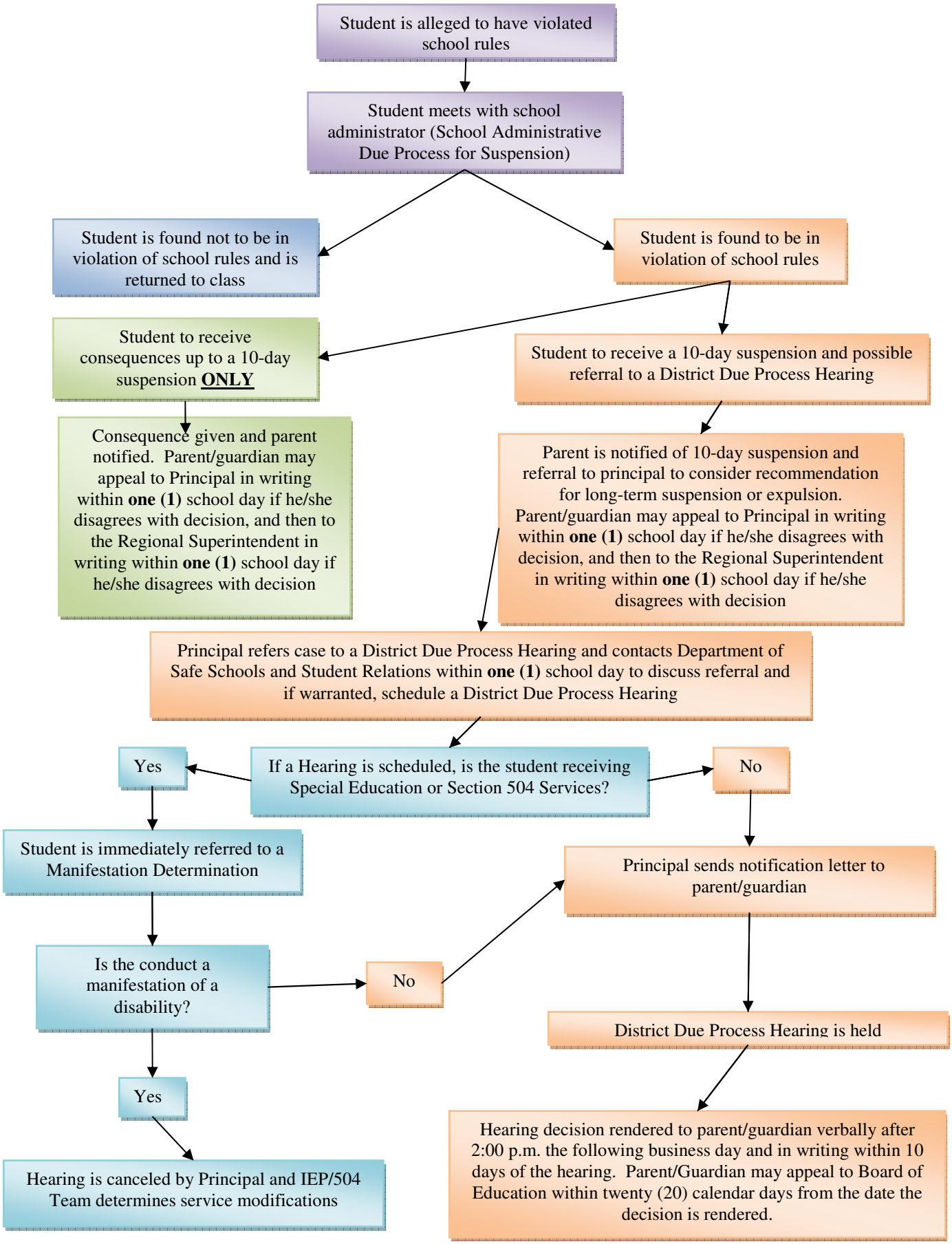
In compliance with the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB), parents may request information about the professional qualifications of their child's teacher(s). The following information may be requested:

1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and the subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification requirements have been waived;
3) The college major and any graduate certification or degree held by the teacher;
4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

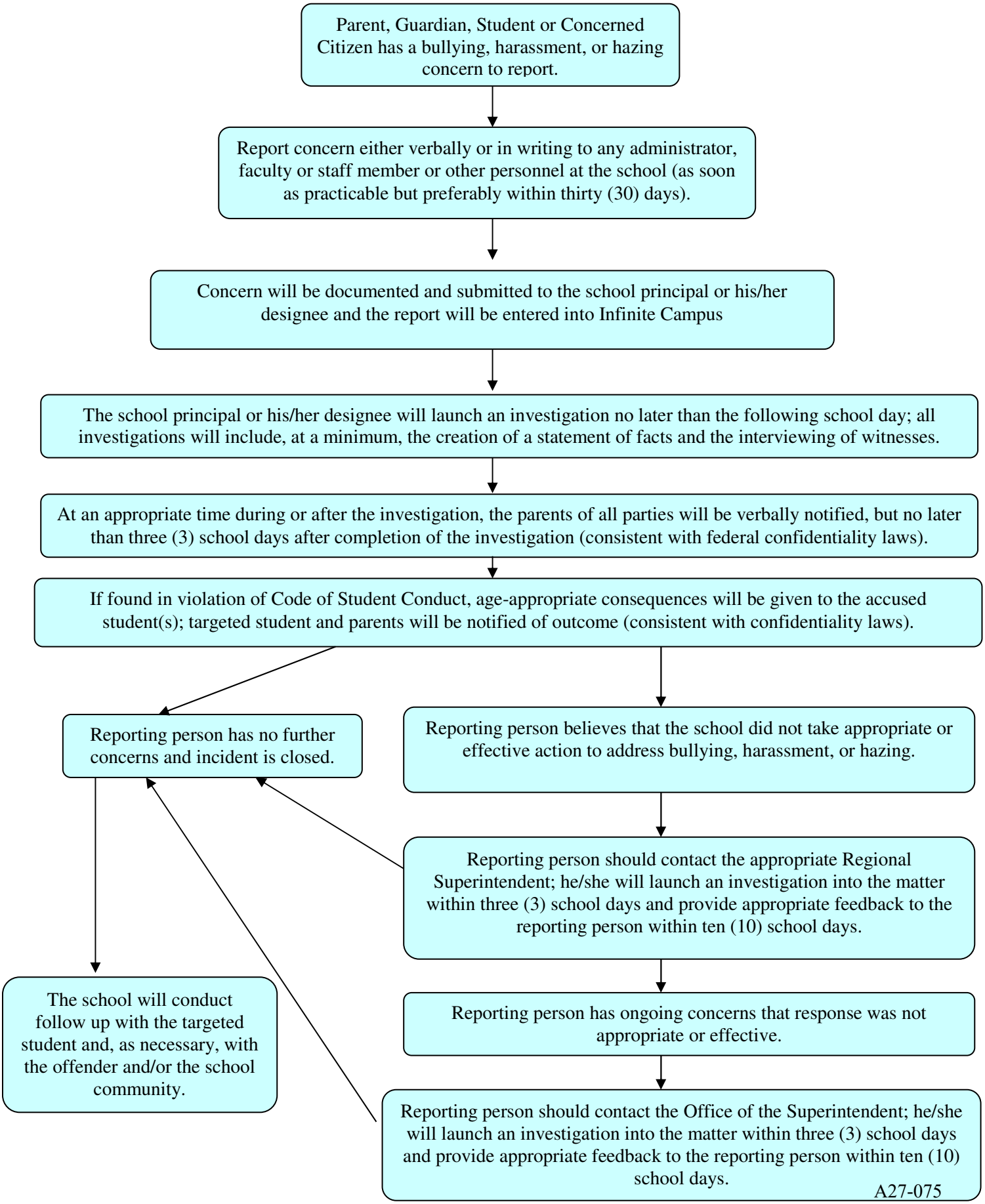
If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the school principal.

DISCIPLINE DUE PROCESS FLOWCHART

The Spence Institute of Leadership and Learning 2016 Charter Petition



2015-2016
BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART



2015-2016

Bullying /Harassment/Hazing Report Form

This form is available at www.dekalb.k12.ga.us/student-relations.

Today's Date _____ /_____ / _____ ***School*** _____

Person Reporting Incident: Name

_____

Circle one: Victim/Target Concerned Student Parent/Guardian Relative Concerned Person Faculty/Staff
Wants to remain anonymous? € Yes € No (If yes, do not write in name)

Telephone _____-_____- _____ ***E-mail*** _____

1. Name of student victim (Please print) ***School*** ***Age*** ***Race*** ***Gender***
_____ _____ _____ _____ _____

2. Name(s) of alleged offender(s) ***Status (Student, Faculty/Staff, Other) School*** ***Age*** ***Race*** ***Gender***
_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

3. Has this student been bullied, harassed or hazed on previous occasions? ***Yes*** ***No***

4. On what date(s) did the incident(s) happen?

____/ ___/ _____ Time: _____ AM/PM ____ / ____/ _____ Time: _____ AM/PM
Mo. Day Year Mo. Day Year

5. Where did the incident(s) happen? (Choose all that apply)

□ On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
□ At a school-sponsored activity or event off school property
□ On a school bus (Please circle): AM/PM
□ On the way to/from school (Please circle: AM/PM)
□ On-line

6. Place an X next to the statement(s) that best describes what happened (choose all that apply):

□ Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
□ Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
□ Persuading another person to hit or harm the student
□ Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
□ Hazing
□ Extortion
□ Intimidating or making rude and/or threatening gestures
□ Exclusion (excluding or rejecting the student)
□ Spreading harmful rumors or gossip or Public Humiliation
□ Cyberbullying/Cyberstalking (Circle one: During School/After School)

7. Motivation of the bullying/harassment/hazing (Check one):
__Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
__National Origin/Ethnicity __Other

Briefly describe the incident as reported to you or attach a written statement and any materials provided:

_____
_____
_____

This report has been submitted to (Circle): Principal Principal's Designee (Name) _____

___/___/_____ _____ _____
Date Submitted Print Name Signature
Distribution: Original to Principal/Principal's Designee; Copy for student records, copy for submitter Revised 03-30-15

2015-2016 Parent/Guardian Signature Page

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.

Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* during all summer programs following the 2015-2016 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* if I am found in violation of any infraction committed during the 2015 DeKalb County School District summer school/program.

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 50 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

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 ten (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.

Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline (see pages 24, 25, and 27 for more information).

Student Name (Please Print) _____

Student Signature_____ Date _____

Parent/Guardian Signature_____ Date _____

Comment:

Please sign, date and return to your child's Homeroom Teacher during the first week of school.

DeKalb County
School District

"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:

DEPARTMENT OF SAFE SCHOOLS AND STUDENT RELATIONS,
5823 MEMORIAL DRIVE, STONE MOUNTAIN, GA. 30083
(678) 676-1811

DR. MELVIN JOHNSON, CHAIR

DR. R. STEPHEN GREEN, SUPERINTENDENT

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, age, gender, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.



The Spence Institute of Leadership and Learning Student Handbook

School Motto

"Passionately pursing to create generations of globalized citizens."

Mission Statement

The mission of The Spence Institute of Leadership and Learning is to create globalized citizens who embody a passion to make a positive impact in their community and in the world. We will accomplish this goal by providing a high quality educational program in a service-learning environment through the use of effective instructional tools, special professional development and training for our faculty and staff and cooperative collaboration among all stakeholders.

Vision

The Spence Institute of Leadership and Learning strives to deliver optimal levels of academics, core values and social skills that will position our students to succeed in secondary, collegiate and professional programs.

Our Educational Philosophy

Passion. Integrity. Drive. When those attributes encompasses how educators think, plan, and teach—all students can learn and achieve. At Spence, we believe:

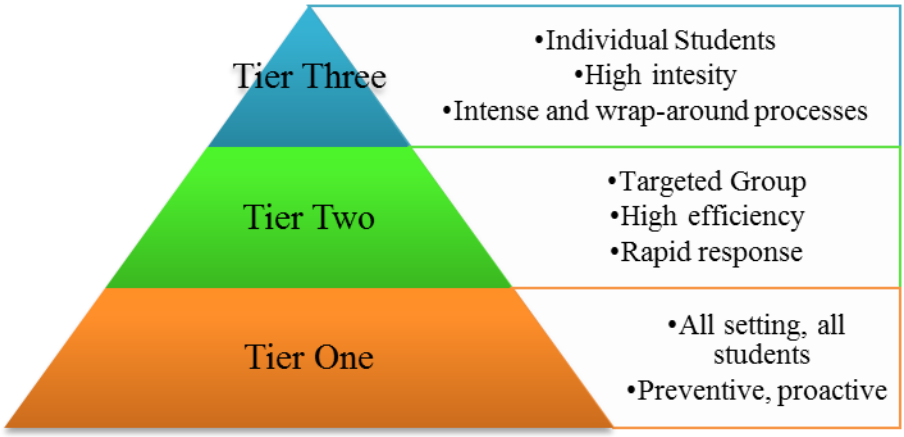
- that each student is unique and requires a safe and stimulating environment to grow and mature emotionally, intellectually, physically and socially;
- during the continuous cycle of assessing, planning and implementation, educators must strategically seek out avenues to reach the most challenging students and build upon the plateau's of the most talented and
- that our truest and ultimate goal is to provide an atmosphere where students feel loved, respected and embraced by the notion that they can achieve anything.

DeKalb County School District's Student Code of Conduct

We the faculty and staff of, The Spence Institute of Leadership and Learning, formally adopt the DCSD's Student Code of Conduct as our discipline policy. As an additional layer of supportive measures, we will also utilize the policies and procedures set forth in this handbook.

School-wide Positive Behavior Intervention Support Program

SW-PBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model.



Key Components of Positive Behavior Support:

- **Student Praise**. Rewarding students for positive behavior is key. This may take the form of verbal praise or through an incentive. For instance, you may reward a student who has perfect attendance with a "free" homework pass or a tangible reward such as a sticker. Most importantly, in order for positive behavior supports to be effective, you must make sure your ratio of "praise" to "redirection" is 4:1. In other words, for every time you correct a student's behavior, make sure you praise those who are exhibiting the desired behavior four times.

- **Rules are Explicitly Taught.** A central tenant of positive behavior support is the idea that students need to be taught desired behaviors. We cannot assume that a student should know what to do. Instead, we must explicitly teach the behaviors we wish to see in school and our expectations for how students will behave in each location of the school building.

- **Clear Expectations and Consistency.** It is crucial to remain consistent with re-directions and praise in order for positive behavior supports to remain effective. Both Primary and Intermediate students intrinsically desire praise. Students need to feel as though educators are consistent in their delivery of praise and that no one student receives special treatment.

Restorative Justice Model

Restorative Justice seeks to provide a model for addressing disciplinary infractions in a manner that is not simply punitive. By shifting the paradigm from punitive to restorative methods, restorative justice configures misbehavior as harm done to the community as opposed to the simple breaking of rules. The emphasis is on restoring relationships and a student's tie to the greater community. Central to both restorative justice and the values of compassion, responsibility, integrity and an ethical commitment to the betterment of the community.

Key Components of Restorative Justice:

- **Separating the action from the student.** When a student misbehaves, it can be easy to label him or her as a "bad kid." Restorative justice moves away from this kind of thinking by disassociating a student's actions from who he or she is a person. This allows us to

focus on restoring relationships as opposed to assigning punishment merely for the sake of punishment.

 Creating alternative consequences. In lieu of traditional consequences such as detention or suspension that only impact the student who violated a rule, it is important to consider alternative consequences such as allowing students to engage in some type of service that benefits the greater school community.

 Restoring Relationships. Restoring relationships between members of the community affected by a student's actions is critical to the model of restorative justice. Not only does this reintegrate the student back into the classroom and school community but it also maintains a high level of expectation for all students and prevents other infractions from occurring in the future.

School Rules and Expectations:
In all settings, students are expected to behave in ways that exemplify the school's vision, mission and school motto, "Passionately pursuing to create a generations of globalized citizens."

All day/Every day	★ Use voice and volume that fits the setting ★ Be courteous and polite ★ Follow directions ★ Dress in uniform ★ Help others follow all school rules ★ Be on time	★ Be kind to others ★ Be honest and fair ★ Think before you speak ★ Include everyone so no one feels left out ★ Use positive and appropriate language	★ Am I acting kind? ★ Am I taking responsibility for my work? ★ Am I doing my best? ★ Am I maintaining a positive attitude?	★ Seek out new ideas ★ Value different opinions and customs
Cafeteria	★ Walk facing forward ★ Sit at the table with feet on the floor ★ Keep hands, feet and food to yourself	★ Be aware of the noise level ★ Refrain from teasing or hurtful comments	★ Am I being loud? ★ Am I including the people around me in my conversation? ★ Am I being a good friend?	★ Try different types of food ★ Support others' food choices
Hallways	★ Walk facing forward ★ Keep hands, feet and objects to yourself ★ Avoid and report hazards to	★ Be considerate of classes in session- REMAIN QUIET ★ Be courteous, allow others space to pass	★ Am I quiet? ★ Am I keeping my hands to myself? ★ Am I walking directly to my destination?	★ Learn from your surroundings ★ Make sure different perspectives are represented on bulletin

	staff (puddles, trash, spills) ★ Make sure you have permission to be in the hallway			boards
Assemblies	★ Enter and exit in an orderly fashion ★ Go directly to your seat ★ Keep hands and feet to self ★ Respect personal space	★ Applaud or clap politely ★ Face forward and listen to presentation ★ Use appropriate language ★ Support your fellow classmates when they receive awards	★ Am I sitting quietly? ★ Am I clapping for *all* speakers and award recipients? ★ Am I actively listening and participating?	★ Listen to varying viewpoints ★ Consider alternative perspectives
Recess	★ Run only in appropriate areas ★ Stay in assigned places ★ Stay where an adult can see you ★ Alert adults of all strangers or stray animals	★ Avoid throwing rocks and other dangerous objects ★ Make sure everyone who wants to be, is included in games ★ Encourage good sportsmanship ★ Share and take turns	★ Am I including everyone who wants to play? ★ Am I acting nicely? ★ Am I considering everyone's feelings?	★ Try playing a new game ★ Learn about your classmate's family history
Media Center	★ Enter and exit quietly and calmly ★ Keep chair and table legs on floor ★ Follow computer rules ★ Follow library rules	★ Respect others' workspaces. ★ Treat books, computers and property with respect	★ Am I putting books back where they belong? ★ Am I talking quietly? ★ Am I using the computer for its intended purposes? ★ Am I listening to adults?	★ Engage multiple perspectives ★ Read about something unfamiliar

Primary & Secondary Institute Behavior Management System

In grades K-3, teachers track student behavior using a four-tiered chart. Parents will be informed of their child's behavior daily and are responsible for signing their child's end-of-day behavior sheet.

The four tiers are as follows:
Model Citizen: Student receives a post-card home that details his or her exemplary behavior.

Balanced: Students begin their day on this tier. Students who end their day on the "balanced" tier have acted in accordance with the classroom and school's expectations for behavior.

Reflect: Students who receive this designation have engaged in misconduct that requires careful reflection about their choices. Students will bring home any reflection sheets completed during the day, which must be signed by a parent. Upon teacher discretion, this may also include a phone call home to discuss the student's behavior.

I Need to Make a Change: If a student's behavior continues to present a disruption to the community after reflections and teacher re-direction, the student will be referred to the Principal. This may result in an individualized behavior plan and/or further disciplinary action.

Intermediate Institute Behavior Management System
For students in grades 4-8 teachers use communication cards (C-cards) to inform parents of their child's behavior. Students earn points in increments of five, for displaying positive social skills behavior. Conversely, students lose points when engaging in unacceptable behaviors or not fulfilling expectations. When a student demonstrates exemplary behavior and citizenship, teachers will send a post-card home detailing the student's accomplishments. Balanced

Parents are informed of their child's progress on a weekly basis unless there is an issue that requires immediate attention. Teachers re-direct student behavior and provide opportunities for reflection when indicated. When such teacher-led interventions are not effective, the student will be referred to the Principal.

Community Meetings- Primary and Intermediate Institute Students
Spence students will begin and close each week with participation in a Community Meeting. The purpose of this weekly activity is to build a classroom culture, promote social skills and to strengthen the connection between the community meeting and our academic curriculum. Aligning with our school philosophy, we seek to incorporate this innovation into our regular instructional practices.

Assemblies & Advisory- Intermediate Students Grades 6-8 Only
Students in grades 6-8 will attend assemblies and advisory sessions that address global issues, social skills and college and career readiness. The goal of these activities is to prepare and encourage students to participate in service-learning opportunities that will impact, engage and ultimately produce a productive and enhanced student body that influences the world.

When should you refer a student to the office?

Teacher referral of students to the office should be seen as a last resort. If you are struggling with a particular students' behavior and have exhausted what appear to be all options, contact the Principal and he/she will come observe your class in as timely a fashion as possible. This observation is not punitive but rather a chance to provide feedback and to suggest more specific interventions to help the student focus and engage in positive behavior.

If a student physically harms another child, makes threats, or disrupts the learning environment to the extent that other students are not able to learn, please complete a referral form and escort the student to the office, if coverage is available. If coverage cannot be secured, please call the office.

Sample List of Incentives for Rewarding Positive Behavior:

+Teacher praise
+Positive phone call home
+Positive post-card home
+Citizen of the Month
+Knight point (if you are using a ticket system, which is not mandatory but encouraged)
+Student responsibility (pass out papers, etc.)
+Allow a student to create a question for a quiz, activity, etc.
+Stickers
+This list is ongoing--we will continue to add to this list throughout the year.

Data

On a monthly basis, the SWPBS Team will review teacher referral forms. The forms will be analyzed by problem behavior, location, time of day, day of month, and grade-level. The committee will provide semester reports that include an analysis of forms submitted as well as a recommendation of interventions to reduce the number of referrals.



Procedures for Receiving Previously Suspended Students

When a student has been suspended from school, you will receive a copy of his/her suspension letter for your files. When he/she returns, the Principal will conduct a return conference with the child's parents. Make-up homework should be sent home with the student and completed within a week of returning to school.

Discipline Brochure & Class Log

All DeKalb County students must be familiarized each year on the discipline guidelines as provided in the "Student Rights and Responsibilities Brochure." Students should be able to successfully complete a quiz (scoring 80% or higher) on the expectations listed in the brochure. The students are to sign the class log when receiving their personal copy of the brochure. A critical step in the implementation of the policies and procedures presented in the brochure is to ensure that parents sign and return the front cover of the brochures. Class should be updated often and submitted to the Principal.

Students who enroll after the school year has begun will be oriented by the school counselor. Teachers are encouraged to post a brochure in their classroom for students to refer to through-out the year.

Communications Log

Proper documentation is essential. Please document communication with parents. Telephone conversations, notes, discipline forms and correspondences or other important information should be housed in the teacher-created student's file in the classroom. Please be sure to date each entry.

Forms

The Spence Institute of Leadership and Learning Detention Notice

Name: _____ Homeroom Teacher: _____

This is your 48-hour notice that you have been assigned detention reflection in Room _____ from 4:00p.m-5:00pm:

Date of detention(s): _____Assigning Teacher: _____

Reason for detention:

____ Being late to class

____Talking and not responding to the teacher

____ Being disruptive in class

____ Being disrespectful to others

____ Being disrespectful to a teacher

____ Not following directions

____ Excessive Talking

____ Not being prepared for class

____ Failure to complete major required work (Academic Detention)

___ Other: _____

During detention you are expected to sit quietly and contemplate your inappropriate behavior. You are not to get out of your seat unless you have requested and received permission to do so. Detentions are to be served on the date assigned by your teacher. If you are not present for the assigned detention, your absence will be reported to your administrator for appropriate disciplinary action. **After 3 detentions, students will be eligible for suspension.**

If there are special circumstances where you cannot attend an assigned detention, you must provide a note from your parent or guardian explaining the reason. There are very few acceptable reasons for missing or rescheduling a detention – "I have to attend my ____ lesson. I have to baby sit my brother/sister. I'm supposed to go to work. I have a sports game or practice". ... are not valid reasons. If you already have a detention on the date assigned, you must notify your teacher in advance of the assigned date and serve your detention on an alternate date to be determined by the teacher.

Student Signature **Date**

Parent Signature **Date**

_____

Administrator Signature **Date**

The Spence Institute of Leadership & Learning Referral Form

Name: _____
Date: _____ **Time:** _____
Teacher: _____
Grade: K 1 2 3 4 5 6 7 8
Referring Staff: _____

Location

☐ Playground ☐ Library
☐ Cafeteria ☐ Bathroom
☐ Hallway ☐ Common Area
☐ Classroom ☐ Parking lot

Problem Behavior	Possible Motivation	Administrative Decision
☐ Inappropriate language ☐ Physical contact ☐ Defiance ☐ Disruption ☐ Property misuse ☐ Abusive language ☐ Fighting/ Physical aggression ☐ Overt Defiance ☐ Harassment/bullying ☐ Disruption ☐ Other _____	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid Peer(s) ☐ Avoid Adult ☐ Avoid task or activity ☐ Don't know ☐ Other _____	☐ Loss of privilege ☐ Conference with teacher ☐ Time in office ☐ Student(s) Conference ☐ Conference with parent(s) ☐ Parent Contact ☐ Individualized instruction ☐ Out of school suspension (_____ days) ☐ Other _____

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ Unknown ☐ Other

Description of incident:

_____
_____
_____
_____

Administrator Signature: _____ Date: _____

THE SPENCE INSTITUTE
OF
LEADERSHIP AND LEARNING

PARENTAL INVOLVEMENT CONTRACT/COMPACT

Parent(s)/Guardian(s) Name _____

Address_____

Phone (H) _____ **(W)**_____ **(C)**_____ **(Email)**_____

The staff and parents/guardians at The Spence Institute have a high expectation of themselves and the students. I understand that when the family and school work together to support learning, students achieve more, develop more positive attitudes and have higher self-esteem. As a parent/guardian, I understand that I am my child's greatest influence. Parental involvement is a requirement for student enrollment in the Spence Institute.

As a parent/guardian of _____, I pledge to do the following:
(Student's Name)

PTSA

- Join the PTSA on Registration Day
- Actively support and participate in the PTSA

VOLUNTEER/SERVICE HOURS

- Sign the parent volunteer contract committing two and one half (2 ½) hours per semester, per family, for a total of 5 hours per school year.
- Volunteer a minimum of two and one half (2 ½) hours per semester, per family, for a total of 5 hours per school year.
- Complete all volunteer hours by ***April xx, 201x.***
- Contact the principal as soon as you become aware of circumstances that may prevent you from completing your required hours.

ATTENDANCE AND PUNCTUALITY

- Ensure that my child attends school daily and arrives to school before 7:50 a.m. to receive instruction. **We highly encourage students attend morning study hall from 7:30 a.m. – 8:00 a.m.**
- Ensure a note of absence is submitted on the day of return from absence.
- Ensure that my child is picked up from school by 3:00 p.m. each day.
- Ensure that my child is picked up on time as indicated by the permission slip, if he/she is participating in after school activities.

ACADEMICS/DISCIPLINE

- Strictly follow and support the required dress code policy of the school.
- Strictly follow and support the student conduct codes/policies and school discipline plan.
- Encourage my child/children to read 30 minutes each night and participate in the Accelerated Reader Program.
- Work with my child daily on class work, homework and semester projects.
- Follow the mandatory after school tutorial guidelines.

POSITIVE SCHOOL RELATIONS/OPEN LINE OF COMMUNICATION

- Update address and telephone number changes immediately.
- Contact my child's teacher or an administrator with concerns.
- Attend the required number of parent/teacher conferences.
- Attend a minimum of two Spence Institute Parent Universities per year.
- Encourage support groups for parents of students with special needs.
- Encourage support of foreign languages and cultural enrichment programs.

CONTRACT/COMPACT AGREEMENT and SIGNATURE PAGE

_____
Parent(s)/Guardian(s) Signature

_____ _____
Parent(s)/Guardian(s) Signature **Date**

_____ _____
Student's Name **Grade**

_____ _____
Principal **Teacher**

Please read this contract/compact carefully. This document, once signed, is your formal agreement of Parental Involvement and Volunteerism. A copy will be kept on file at the school.

THE SPENCE INSTITUTE OF LEADERSHIP AND LEARNING
STUDENT - PARENT- TEACHER - ADMINISTRATOR COMPACT

The mission of **The Spence Institute of Leadership and Learning** is to create globalized citizens who embody a passion to make a positive impact in their community and in the world. We will accomplish this goal by providing high quality educational programming in a service-learning environment for our students through the use of effective instructional tools, specialized training for our faculty and staff, and cooperative collaboration among our stakeholders.

As a student I pledge to:

- Attend school regularly and work as hard as I can to learn
- Abide by the school's dress policy and wear the school uniform each day
- Discuss with my parents what I am learning in school
- Ask for help when I don't understand
- Complete all school assignments
- Honor the expectations of The Spence Code of Conduct
- Abide by all rules of the school if I am participating in after-school tutorial or extracurricular activities

Student **Date**

As a parent I pledge to:

- Ensure that my child is abiding by the school's uniform dress policy
- Ensure that my child attends school daily.
- Provide a quiet place for study time at home
- Talk daily with my child about his/her school experiences
- Encourage my child to complete all school assignments
- Attend conferences, workshops, meeting and activities
- Utilize resources offered to help my child be successful in school
- Ensure my child understands and demonstrates the expectations of The Spence Code of Conduct

Parent **Date**

As school staff we pledge to:

- Provide motivating and research-based best practices
- Explain expectations, instructional goals and grading systems to students and parents
- Communicate frequently with families
- Consider the strength and needs of individual students when planning instruction
- Provide workshops for parents that will help them learn how to assist and support their children
- Offer resources and create a safe and stimulating environment for students to grow and mature emotionally, intellectually, physically and socially
- Enforce the school's uniform dress policy

Teacher **Date**

Principal **Date**

Tab 27:

Uniform Policy

The Spence Institute of Leadership and Learning Student Uniform Policy & Procedures

Parents,

During the 2009-2010 school year, the DeKalb County Board of Education and Superintendent enacted policies to closely monitor student dress. The Superintendent commissioned a committee of parents, teachers, principals, counselors, and other district-level administrators to review and revise the dress code requirements as currently outlined in the Student's Rights and Responsibilities Handbook. In response to concerns voiced from parents and school stakeholders about student dress, the Dress Code Committee determined that student dress can negatively or positively affect the school climate and academic learning environment. The goal of the committee was to create dress code guidelines and consequences that will facilitate the district's continuous focus on teaching and learning.

The atmosphere for which the Spence Institute will offer our students must be free from distraction and be conducive to learning. We are asking for the support of parents and guardians by partnering with the school to adhere to DeKalb County School District's dress code requirements. Students who fail to comply with the DCSD's dress code requirements, as enumerated below, may receive the consequences listed under the offense #25 –Student Dress Code Violation (see page 28):

- 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 or jewelry that disrupts the educational process or endangers the health or safety of other students, staff or visitors is prohibited.

- The wearing of clothing, insignia, symbols, or adornments worn or carried on or about a student which promote gangs, the use of controlled substances, drugs, alcohol, or tobacco is prohibited.

- The wearing of clothing which shows 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 waist line, 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.

25. STUDENT DRESS CODE VIOLATION

All students are expected to adhere to the expectations of appropriate dress as indicated on the following pages in this handbook and any additional requirements listed in local school regulations.

The following applies to all student dress code violations:

Number of Offenses	Action of the School
First Offense	Verbal Reprimand and contact parent to bring a change of clothes. If parents are unavailable, the student will participate in ISS (In-School Suspension) until end-of-day.
Second Offense	Required Parent Conference and two (2) days ISS
Third Offense	Contact Parent, three (3) Days ISS and Local Formal Hearing, which may result in up to ten (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 a finding of guilty by the Student Evidentiary Hearing Committee.

The dress code guidelines will be reviewed and reestablished annually. We are confident that the new guidelines will enhance the academic school environment during the next school year and beyond. For additional information please contact the Principal.

Daily Wear for Primary Institute Grades K-3	Daily Wear for Intermediate Institute Grades 4-8
	
	
Girls and Boys: White/brown socks Brown oxfords/white tennis shoes Brown belt	
Primary Institute K-3 Girls Only	**Intermediate Institute 4-8 Girls Only**
	

***** White blouse, white/navy/grey knee socks or nude hosiery, brown/black/navy/grey flats*****

*****diamond or pearl earrings/ silver or gold small hoop earrings*** (one pair)**

*****orange, royal blue, or white headbands or ribbons***

*****

Formal Dress Day for Intermediate Students	
Girls 4-8	**Boys 4-8**
	
	
 **(Formal Dress Ties are to worn by both girls and boys)**	
Boys: black/brown dress socks black/brown shoes White dress shirt **Girls: navy knee high socks/nude hosiery black/navy flats White dress shirt/blouse**	

Primary & Intermediate Institute Spirit Wear Fridays

All uniform Polos, blazers and spirit wear shirts sholuld bear the school's uniform patch.

Tab 28:

Proposed School Facility

[redacted]

[redacted]
www.colliers.com

February 16, 2016

Tomiko Thompson
The Spence Institute of Leadership and Learning
P[redacted]

Charter School - Site Acquisition –The Spence Institute

Below is a layout/list of what I believe to be the scope of services you need in order to put together a real estate deal that makes sense for your school. We can offer any or all of these services on any given deal. Once we meet and discuss the goals for your school, we can determine on which of these we need to focus.

- **Defining Objectives / Committee Structures:** Colliers will lead any efforts and advise on how to put together a real estate sub-committee/advisory committee that will be the leadership behind establishing goals and objectives for this acquisition. Additionally, once the team is assembled, Colliers can lead the efforts behind leadership interviews, programming and some limited staff surveying if needed.

- **Market Canvassing/Alternative Options:** Colliers will prepare an initial market survey of available alternative options and sites that best meet the site selection criteria. Finding alternative options (alternative to purchasing your current location) in the market place is essential. In addition to possibly turning up a viable "build from scratch" option, knowing all of your options keeps your current Landlord honest and allows you to communicate that you have other options.

- **Financing Strategies:** Colliers can assist and bring to the table the appropriate financing team to make for a successful transaction. Whether it be Tax Exempt Bond financing or other programs offered through banks or CDFI's, Colliers will work hand in hand with your financial advisor, bank, or investor to put together a real estate deal that works seamlessly with the type of financing structure you are contemplating. Having been through many financial structures we understand the mechanisms and timing sensitivities that Charter School deals present in regards to the high level financing that is required to acquire these facilities. It is important for you to have a team member like Colliers that understands the complexities of these deals. Colliers will be on all investor/financing calls which typically occur weekly.

- **Build to Suit/Construction Management:** Colliers will create a request for proposal (RFP) containing all the requirements your school demands. Whether it is a build to suit through a developer and your school leases the property, or if it is a build to suit and the school purchases the property. Once the RFP is created, Colliers will take it to various developers to have them compete for your business. We will then help you select the best deal for your school.

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Information herein has been obtained from sources deemed reliable, however its accuracy cannot be guaranteed. The user is required to conduct their own due diligence and verification.

- **Coordinate RFP, interview and selection process for, General Contractors and other Consultants:** Prior to making an offer on any real estate, it will be important to know what the costs associated with any construction necessary for any improvements to the facility you select. Colliers can help you "short list" project managers or general contractors and other vendors to get preliminary pricing. (Also, Colliers can help put together and coordinate RFP's and assist in taking any built to suit and construction contracts to the market place***). This is an essential part of the process as you will need to know what your total project costs will be which extend beyond just getting a rough price per square foot for construction expenses. We, at Colliers, know all that goes into the development of a charter school and have checklists in place to make sure all project costs are accounted for.

- **Contract Negotiation:** Knowing fair market values specifically for Charter facilities is one of the most important skill sets we possess. Using our knowledge of the Charter school facility sector, we will work to produce a willing seller who is willing to sell at a fair price. We will handle and advise in all contract negotiations and will use our experience to make sure the price is fair, but also the terms and mechanisms within the purchase and sale contract will lead to a smooth closing. We understand how Charter Schools are financed which plays an integral role in how and which terms of the contract are negotiated, excluded, or inserted.

- **Due Diligence After the Purchase and Sale Contract:** Colliers will help coordinate all due diligence including environmental studies, physical plant inspections, mechanical inspections etc… that need to take place in order to ensure as few surprises as possible pop up when purchasing your property.

- **Financial Modeling:** Even though you will ultimately be the end user of the property and not necessarily looking to establish a market return on investment, good real estate deals always need to have back-up financial modeling. We will put together an overall budget and financial model that can help your stake holders understand whether or not the contemplated deal represents a healthy percentage of your overall budget.

- **Department of Education Approval:** Colliers will coordinate with the state or local DOE to ensure any site or facility codes necessary are in place for the acquisition of this property. Typically, this involves a visit to a new facility or floorplan approval, but this varies from state to state. We will check to make sure all approvals necessary are in place.

- **Closing:** Colliers will assist in any closing coordination that needs to occur between the financing agencies, sellers, and closing attorneys.

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Pricing for Services:

- **Current Facility Acquisition Fees to Colliers:** Typically, Colliers will accept fees offered by Seller. All fees will be disclosed to the Spence Institute prior to entering into a binding transaction.
- **Alternative Site Acquisition Fees to Colliers:** If land or alternative buildings are purchased, Colliers will be paid the market commission offered by the seller/lessor/or financing provider unless other arrangements are made with the Spence Institute in advance.
- **Leased Options:** Colliers will locate all leased options within a marketplace and are typically paid commissions by the Landlords unless other arrangements are made in advance with the Spence Institute.

Thank you for taking the time to review this proposal. I am looking forward to answering any questions you may have and moving forward as quickly as possible.

Sincerely,



Joshua J. Gregory LEED AP
Vice President, Principal | Atlanta

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THE SPENCE INSTITUTE of Leadership and Learning

"Passionately pursuing to create generations of globalized citizens."

February 17, 2016

Mr. Josh Gregory
[redacted]

Dear Josh:

Colliers International Atlanta (CIA) is hereby appointed as the exclusive agent to represent the Spence Institute on the acquisition, lease, lease renewal or expansion, of their facilities. In that regard, CIA will have the responsibility to gather market rental, purchase and facility information, solicit and compare various proposals, arrange site visitations, and negotiate business terms of a lease or purchase transaction at the appropriate time. However, final negotiation and acceptance of any agreement is the authority the entities listed above or their authorized representative.

This letter will further authorize all building and property owner, and their agents to deal directly with you concerning our real estate requirements, unless notified otherwise by us. It is our understanding that any fees, commission, etc. due to CIA as a result of a transaction between my practice and any owner, landlord or sublandlord will be solely paid by the owner, landlord or sublandlord and/or his authorized agent unless otherwise specified and agreed to by the Spence Institute or its subsidiaries mentioned above.

We look forward to working with you on this project and understand that you will be presenting this letter to prospective owners and landlords or sublandlords as evidence of our decision to select CIA as our exclusive agent.

Best Regards,

Tomiko M. Thompson, Ed.S

Tomiko M. Thompson, Ed.S, Founder

Email: in[redacted]

5271 Snapfinger Woods Dr



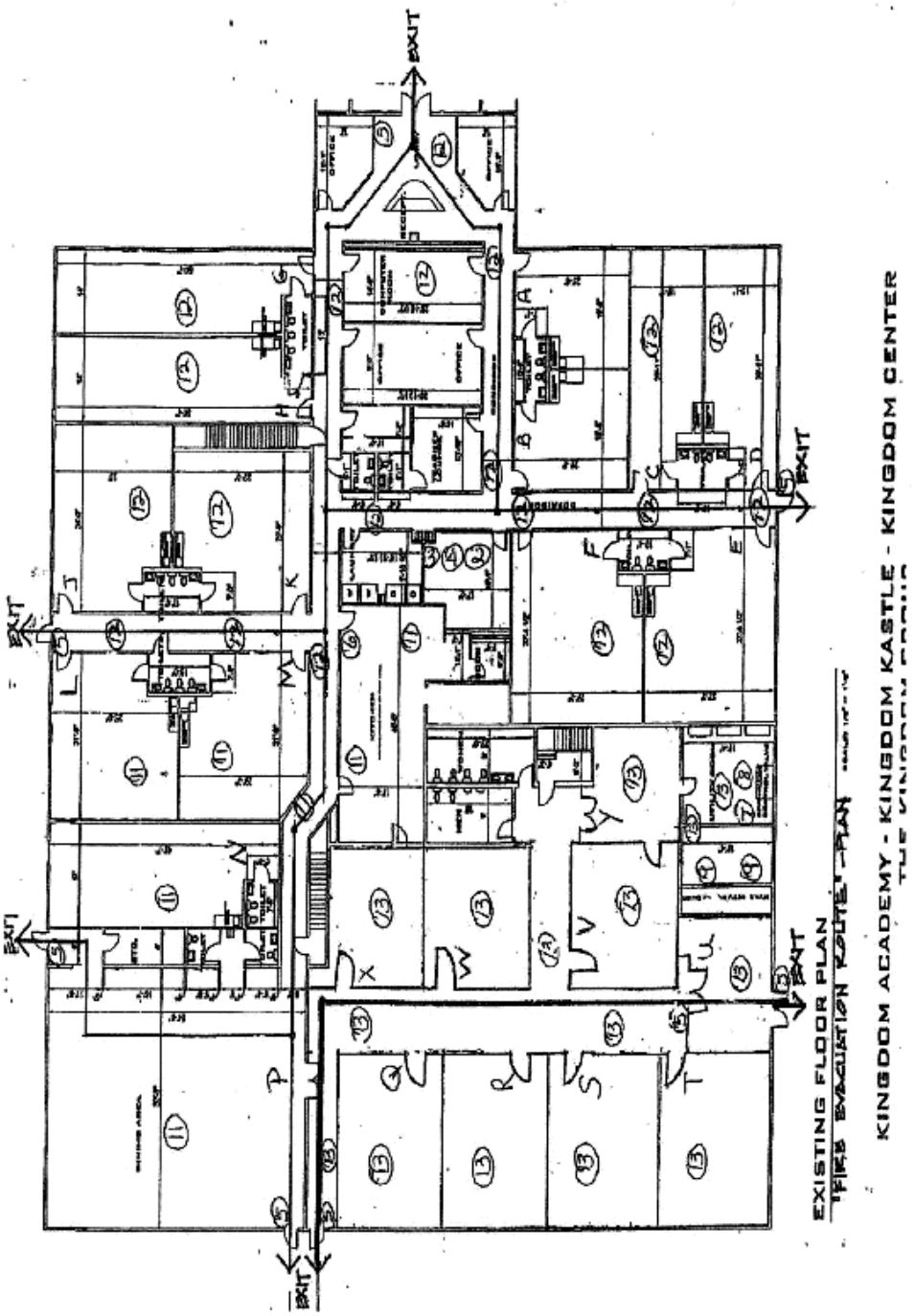
Location:	Snapfinger/I-20 East Ind Cluster Snapfinger Ind Submarket DeKalb County Decatur, GA 30035
Management:	-
Recorded Owner:	-
Ceiling Height:	18'0"-20'0"
Column Spacing:	30'w x 40'd
Drive Ins:	-
Loading Docks:	2 ext
Power:	-
Expenses:	2008 Tax @ $0.63/sf
Parcel Number:	16-041-02-013
Parking:	83 free Surface Spaces are available; Ratio of 2.12/1,000 SF
Amenities:	Fenced Lot

Building Type:	Class C Distribution
Status:	Built Jan 1980
Tenancy:	Single Tenant
Land Area:	4.40 AC
Stories:	2
RBA:	34,270 SF
Total Avail:	No Spaces Currently Available
% Leased:	100%
Crane:	-
Rail Line:	-
Cross Docks:	-
Const Mat:	Masonry
Utilities:	-

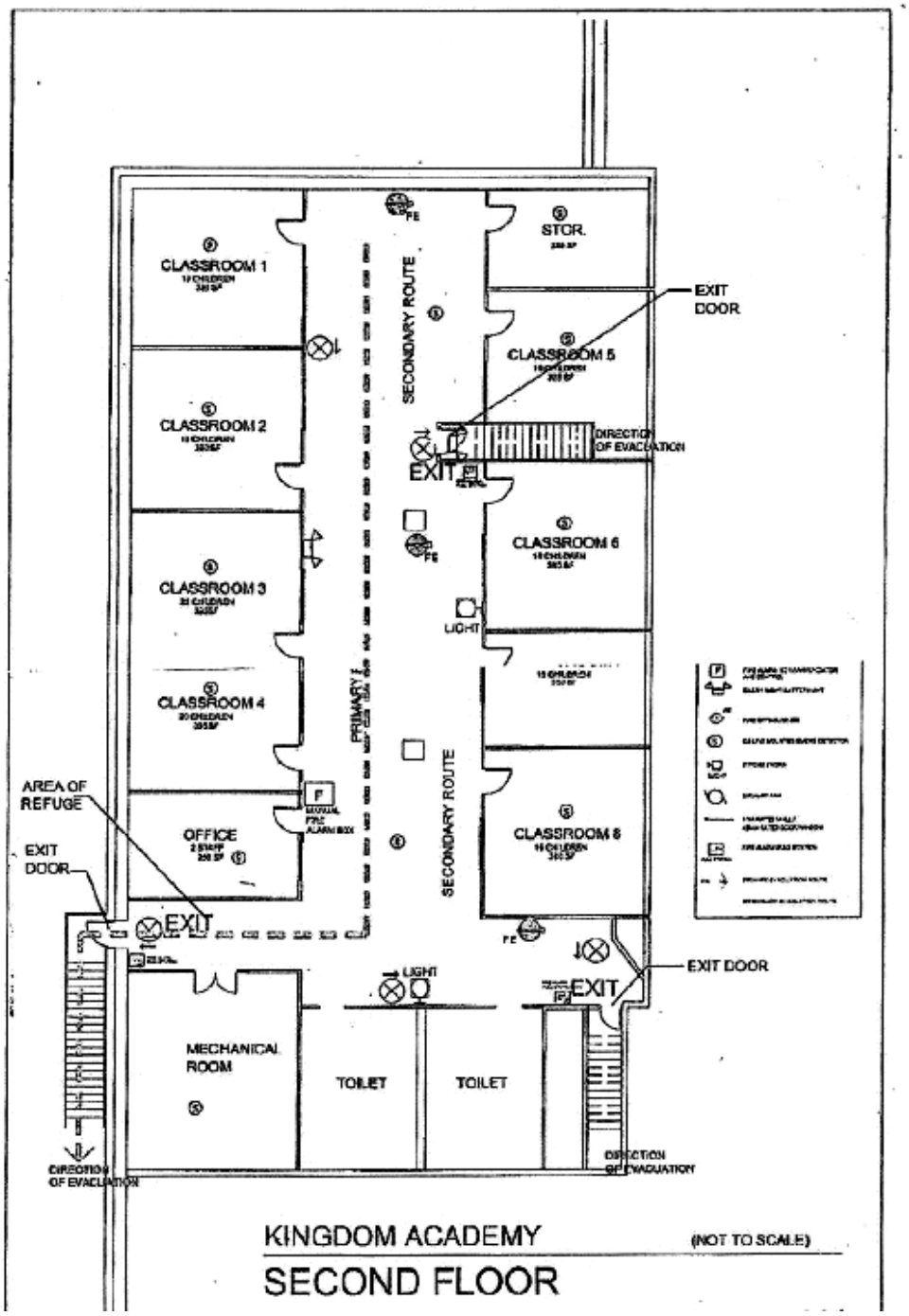
Colliers INTERNATIONAL

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Floor Plan – 1st Floor



Floor Plan – 2nd Floor



[redacted] [redacted]

April 19, 2016

RE: The Spence Institute

To Whom It May Concern:

As discussed, the owners of 5271 Snapfinger Woods Drive understand that your school is interested in leasing space in Dekalb County. It is our intention to accommodate your requirement as we understand it. With that said, it is with great pleasure that we present the following proposal/memorandum which outlines some typical lease terms for The Spence Institute. This should be considered a non-binding letter by both parties.

Landlord	The Landlord for the property is School Holdings, LLC
Tenant	The Spence Institute of Leadership and Learning
Building	5271 Snapfinger Woods Drive, Decatur, GA 30035 – 35,000sf.
Term and Commencement Date	The lease term shall be for a period of five (5) years, four (4) months commencing July 1, 2017
Base Rental Rate	The Monthly Rental for the Premises shall be based on an initial annual modified gross rental rate of **$8.00 per RSF** of office space leased, net of all Tenant electrical and natural gas expenses, and subject to the escalation provisions set forth below. **Notwithstanding the foregoing, the first six (6) months of the Term shall be deferred.**
Escalations	The Base Rental will remain flat with no escalations.
Operating Expenses	Tenant shall be responsible for its proportionate share of (a) any increases in the Building's tax and insurance expenses over 2017 actual tax and insurance expenses, and (b) all other Building Operating Expenses. All proposed rates are modified gross and: (a) will include base-year tax and insurance expenses equal to the actual tax and insurance expenses for calendar year 2017; and (b) will not include CAM and utilities expenses. Tenant shall be responsible to maintain all areas surrounding the property for the term of the lease. Operating Expenses shall be "grossed-up" to the greater of ninety-five percent (95%) of Building occupancy or the actual occupancy of the Building Per the existing Lease Agreement.

Utilities	Tenant is responsible for contracting directly for electrical and natural gas utility expenses which shall be separately metered for Tenant's specific suite.
Tenant Improvements	Landlord shall provide an allowance in an amount up to **$7.00 / RSF** to design, manage and build out the Premises to mutually acceptable plans and specifications. The Landlord shall deliver all HVAC and electrical in good and working order as of the commencement date. The cost of any future replacements of HVAC equipment serving the Premises shall be considered a capital expense and will be amortized over a 15-year useful life and only the amortized portion will be passed through as operating expenses. Otherwise, the Tenant agrees to accept the Premises in its current 'as-is' condition. Landlord shall manage the construction process, and a construction management fee based on five percent (5%) of costs shall apply.
Parking	Parking ratio of 2.12/1000, 83 free surface spaces are available.
Signage	Landlord, at Landlord's expense, will provide Tenant with Building-standard signage at Tenant's entrance to the Premises, subject to applicable codes, covenants and restrictions, and approval by Landlord and jurisdictional authorities
Security and Access	Tenant will have access to the Building 24 hours per day, 365 days per year, except in the event of an emergency or potential damage to persons or property.
Financial Qualification	This proposal is subject to Landlord's receipt and approval of Tenant's financial information.
Proposal Qualification	The document being transmitted is subject to the final approval of Landlord in its sole discretion. Notwithstanding any negotiations to date or anything contained in this transmittal or the document being transmitted to the contrary, the document being transmitted is not binding on Landlord or Tenant until the full execution and delivery to all parties of a mutually agreeable lease agreement.
Purchase Option	Tenant shall have the ongoing right to purchase this property at any time during the lease term for $750,000.
Expansion Space	Tenant shall have permission from Landlord to install modular classrooms as needed for expansion.

We are excited to be able to move this process along. Our team is here to meet your needs and is committed to having you as a client as a long term part of this great development. Please let us know how we can take this next step.

Best regards,



Josh Gregory
Vice President, Principal
Colliers International



Tab 29:

Organization of the School & Faculty Handbook

Leadership Departments of

The Spence Institute of Leadership and Learning

Executive Leadership- Develops and manages systems within the organization that supports the school to achieve its stated goals.

- Principal- Senior Manager
- Chief Financial Officer- Finance
- Assistant Principal- Programming
- Business Manager- Human Resources

Organizational Leadership- Provides leadership that shifts priorities that positively impacts the school community.

- Registrar- Student Information
- Receptionist- Clerical & Hospitality
- Counselor- Student Wellness
- Nurse- Student Health
- Food Service Clerk- Nutrution
- Head Custodian- Maintenance

Instructional Leadership-Navigates teaching and learning to increase knowledge, skill and ability

- K-8 Teachers
- PE Teacher
- Performing Arts Teachers
- Curriculum Coordinators
- Media Center Specialist
- Visual Arts Teachers
- Foreign Language Teachers

Transformational Leadership- Redesigns achievement progress to energize and enhance performance

- Exceptional Education
- Early Intervention Program
- Gifted & Talented
- English Language Learners
- Remedial Education Program

The Spence Institute of Leadership & Learning

Faculty Handbook

2017-2018

Mission Statement

The mission of The Spence Institute of Leadership and Learning is to create globalized citizens who embody a passion to make a positive impact in their community and in the world.

We will accomplish this goal by providing high quality educational programming in a service-learning environment for our students through the use of effective instructional tools, specialized training for our faculty and staff, and cooperative collaboration among all stakeholders.

Vision Statement

The Spence Institute of Leadership and Learning strives to deliver optimal levels of academics, core values, and social skills that will position our students to succeed in secondary, collegiate and professional programs.

Educational Philosophy

Passion, Integrity, Drive. When those attributes encompasses how educators think, plan, and teach--all students can learn and achieve. At Spence, we believe:

- that each student is unique and requires a safe and stimulating environment to grow and mature emotionally, intellectually, physically, and socially;
- during the continuous cycle of assessing, planning, and implementation, educators must strategically seek out avenues to reach them the most challenging students and build upon the plateaus of the most talented and
- that our truest and ultimate goal is to provide an atmosphere where students feel loved, respected and embraced by the notion that they can achieve anything.

The Spence Institute Faculty and Staff 2017-2018

Instructional Leadership Department

Primary Institute K-3

Kindergarten	First Grade	Second Grade	Third Grade
TBD	TBD	TBD	TBD

Intermediate Institute 4-8

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
TBD	TBD	TBD	TBD	TBD

Special Areas Instructors

PE Instructor	Performing Arts Instructors	Visual Arts Instructor	Foreign Language Instructors
TBD	TBD	TBD	TBD

Transformational Leadership Department

EIP	Exceptional Education	Gifted	ESOL/ELL
TBD	TBD	TBD	TBD

Organizational Leadership Department

Counselor-Student Wellness
TBD

Secretary- Clerical & Hospitality
TBD

Registrar- Student Information TBD

Nurse- Student Health
TBD

Head Custodian-Maintenance
TBD

Executive Leadership Department

Principal-Senior Manager
TBD

Chief Financial Officer- Finance
TBD

Assistant Principal-Programming
TBD

Business Manager- Human Resources TBD

INTRODUCTION

This handbook is prepared to provide information on school policies and procedures for the professional and support staff at The Spence Institute of Leadership and Learning. The handbook is meant to supplement the DeKalb County School District Policy Manuals, with further information that directly affects the instructional program, daily activities, and day-to-day operations at Spence. Please keep this handbook readily available throughout the school year.

All faculty members are responsible for adhering to the guidelines of all DeKalb County School District policies and procedures that have direct application to you, your classroom and your students.

You must also be knowledgeable of all procedures and information specific to Spence as found in the student handbook such as dress code, student discipline, athletic eligibility requirements, etc. Additional school rules, regulations, and expectations for student performance may be discussed in team, grade level, and/or faculty meetings.

FACULTY SCHEDULE

The school day for teachers is 7:30- 3:50 p.m. All teachers and staff are to sign in upon arrival. Any change to the time schedule of the teacher day must have prior approval of the Principal.

SCHOOL DISTRICT POLICES AND PROCEDURES

Official School District Policies and Procedures are available online at www.dekalb.k12.ga.us.

Faculty and staff members should be familiar with all relevant information in the district policies and procedure manuals. School District Administrators will notify the administration with regard to new policies that affect staff, and applicable policies will be reviewed with appropriate staff members when needed. The district policy manuals will be available for your use upon request. They will be located in the Principal' s office, the Main Office, teachers' lounge and on the DeKalb County School District's website.

STAFF IDENTIFICATION BADGES

All professional and support staff members are required to wear a DeKalb County School District ((DCSD) identification badge at all times during school hours. All visitors must sign in at the Main Office upon entering the building. Any person in the building without a DSCD identification badge or an authorized visitor's pass should be reported to the office.

LOST KEY POLICY

All faculty and staff will be issued keys required for access to areas related to their positions. These keys are the property of school, and must be turned in at the end of each school year. In the event that a faculty or staff member loses one or more of their keys, it is that person’s responsibility to immediately notify the Business Manager.

FACULTY & DEPARTMENT MEETINGS

Faculty meetings will be held once each month. This does not preclude more frequent meetings if there is a need. Faculty meetings will be held the second Monday of the month. The meetings will begin at 4: 15 p.m. in a designated location.

Attendance at faculty meetings is required. Only the Principal may give approval for absence, which must be requested in advance.

Leadership Departments will conduct regular scheduled meetings each month and submit minutes to the Principal. All department members are to attend.

FACULTY LATENESS

Teachers and staff must sign in prior to 7:30 a.m. If you are unavoidably delayed, you must call the Secretary before your scheduled arrival time and provide an approximate arrival time. Upon arrival to school you must inform the Secretary and sign in.

FACULTY ABSENCE

If you will be absent from school, teachers and staff members are to first notify their respective supervisors and then follow-up with an email/call to the Secretary so that the absence can be recorded and a substitute teacher arranged. It is important for you to report your absence ASAP in order to improve the likelihood of securing a substitute.

TEACHER'S RESPONSIBILITY TO SUBSTITUTE TEACHERS

At Spence, learning occurs everyday. Whether it is unplanned emergency or a scheduled personal day, it is important to construct substitute lesson plans that will either reinforce or build upon previously taught curriculum. Please refrain from producing heavy laden packets that contains non-instructional activities for students to complete such as crossword puzzles, coloring sheets and reading comprehension sheets that are not directly tied to present instructional goals and objectives. A substitute lesson plan notebook/folder should be submitted to the Assistant Principal no later than the second week of school. Substitute lesson plans must include:

- Seating charts/attendance sheets
- Routine procedures/emergency procedures
- Adequate and comprehensive lessons for the day
- Any special notes
- Listed duties

Please note that substitute teachers may only show educational videos/movies that are listed and described in the lesson plan. Educational videos/movies shall exceed 30 minutes unless prior approval has been given.

FACULTY MAILBOXES

For the convenience of the faculty, mailboxes will be located in teacher's lounge for each teacher and staff member. On a daily basis, teachers should pick up their mail. Students should not be asked to retrieve staff mail.

SUPPLY REQUISTIONS

Teaching supplies will be issued to each teacher during pre-planning. Additional supplies may be obtained throughout the year by filling out a “Supply Requisition” form, which will be available in the Business Manager's office. Teachers should plan for these supplies at least three days in advance.

The Spence Institute of Leadership and Learning | 2017-2018

July 2017						
S	M	T	W	T	F	S
						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					

August 2017						
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27	28	29	30	31		

September 2017						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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26	27	28	29	30		

December 2017						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018						
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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			

February 2018						
S	M	T	W	T	F	S
				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			

March 2018						
S	M	T	W	T	F	S
				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 2018						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
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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		

June 2018						
S	M	T	W	T	F	S
					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

BYOL & Work in Your Classroom July 24-28	Data Day- No School for students	Academic Days for Students- 180 Data Days for Teachers - 3 Planning Days for Teachers - 10
Pre-planning July 31- August 4th	Half Day – Parent & Teacher Conferences	
First & Last Day of School	Nine Weeks Report Card	
Holiday – No SCHOOL	Post-Planning May 24rd- 31st	
Six Week Progress Report		

Primary Institute K-3

Kindergarten	First Grade	Second Grade	Third Grade
7:30-8:00 Morning Study Hall	7:30-8:00 Morning Study Hall	7:30-8:00 Morning Study Hall	7:30-8:00 Morning Study Hall
8:00-10:00 Literacy Block	8:00-10:00 Literacy Block	8:00-10:00 Literacy Block	8:00-10:00 Literacy Block
10:05-10:45 Lunch & Recess	10:00-10:45 Specials	10:00-10:45 Community Meeting	10:00-10:35 Community Meeting
10:50-11:30 Community Meeting	10:50-11:40 Lunch & Recess	10:50-11:35 Specials	10:40-11:30 Lunch & Recess
11:30-1:00 Math	11:45-12:15 Community Meeting	11:30- 12:20 Lunch & Recess	11:35-12:20 Specials
1:05-1:40 Specials	12:15-1:45 Math Block	12:25-1:55 Math	12:25-1:55 Math Block
1:45-2:35 Science	1:45-2:35 Science	1:55-2:40 Science	1:55-2:40 Science
2:35-3:20 Social Studies	2:35-3:20 Social Studies	2:40-3:25 Social Studies	2:40-3:25 Social Studies
3:15-3:45 Afternoon Study Hall	3:20-3:45 Afternoon Study Hall	3:25-3:45 Afternoon Study Hall	3:25-3:45 Afternoon Study Hall

Intermediate Institute 4-8

Fourth Grade-Departmentalized				
	Literacy Teacher	**Math Teacher**	**Science Teacher**	**Social Studies Teacher**
7:30- 8:00	Morning Study Hall			
8:00- 8:55	Class 1	Class 2	Class 3	Class 4
9:00-9:55	Spanish			
10:00-10:55	Class 4	Class 1	Class 2	Class 3
11:00-11:55	Class 3	Class 4	Class 1	Class 2
12:00-12:25	Lunch			
12:30-12:50	Recess			
12:55- 1:50	Class 2	Class 3	Class 4	Class 1
1:55-2:40	Specials			
2:45-3:15	Community Meeting Class 1	Class 2	Class 3	Class 4
3:15-3:45	Afternoon Study Hall Class 1	Class 2	Class 3	Class 4

Fifth Grade-Departmentalized				
	Literacy Teacher	**Math Teacher**	**Science Teacher**	**Social Studies Teacher**
7:30- 8:00	Morning Study Hall			
8:00- 8:55	Class 1	Class 2	Class 3	Class 4
9:00-9:55	Class 4	Class 1	Class 2	Class 3
10:00-10:55	Spanish			
11:00-11:55	Class 3	Class 4	Class 1	Class 2
12:00-12:20	Recess			
12:25-12:50	Lunch			
12:55-1:50	Class 2	Class 3	Class 4	Class 1
1:55-2:35	Community Meeting Class 1	Class 2	Class 3	Class 4
2:40-3:25	Specials			
3:30-3:45	Afternoon Study Hall Class 1	Class 2	Class 3	Class 4

	Homeroom	**1st Period**	**2nd Period**	**3rd Period**	**4th Period**	**5th Period**	**6th Period**	**7th Period**	**8th Period**
	7:30-8:00	**8:03-8:53**	**8:56-9:46**	**9:49-10:39**	**10:42-11:32**	**11:35-12:25**	**12:28-12:58**	**1:01-1:41**	**1:45-2:35**
6th ELA	MSH	Elective	Core	Core	Core	Connections	Advisory	Lunch	Spanish
6th Math	MSH	Core	Elective	Core	Core	Connections	Advisory	Lunch	Spanish
6th Earth Science	MSH	Core	Core	Elective	Core	Connections	Advisory	Lunch	Spanish
6th Global Studies 1	MSH	Core	Core	Core	Elective	Connections	Advisory	Lunch	Spanish
7th ELA	MSH	Spanish	Elective	Core	Connections	Core	Advisory	Lunch	Core
7th Math	MSH	Spanish	Core	Elective	Connections	Core	Advisory	Lunch	Core
7th Life Science	MSH	Spanish	Core	Core	Connections	Elective	Advisory	Lunch	Core
7th Global Studies 2	MSH	Spanish	Core	Core	Connections	Core	Advisory	Lunch	Elective
8th ELA	MSH	Core	Connections	Core	Elective	Spanish	Advisory	Lunch	Core
8th Math	MSH	Core	Connections	Core	Core	Spanish	Advisory	Lunch	Elective
8th Physical Science	MSH	Core	Connections	Core	Core	Spanish	Advisory	Lunch	Core
8th Georgia Studies	MSH	Elective	Connections	Core	Core	Spanish	Advisory	Lunch	Core

	9th Period	
	2:38-3:28	3:28-3:45
6th ELA	Core	ASH
6th Math	Core	ASH
6th Earth Science	Core	ASH
6th Global Studies 1	Core	ASH
7th ELA	Core	ASH
7th Math	Core	ASH
7th Life Science	Core	ASH
7th Global Studies 2	Core	ASH
8th ELA	Core	ASH
8th Math	Core	ASH
8th Physical Science	Elective	ASH
8th Georgia Studies	Core	ASH

MSH- Morning Study Hall

ASH- Afternoon Study Hall

LESSON PLANS

Teachers should incorporate differentiated and varying learning styles based upon achievement data and student interest surveys. All lessons must meet State of Georgia learning objectives and standards for their content area. Lesson plans will be submitted to the Assistant Principal on a schedule that he/she deems appropriate.

Lesson Plans Must Include:

- Course outline/goals
- Course objective/expectations
- Standard and Benchmark/addressed
- Differentiation of instruction based on student needs
- Accommodations for special population students
- Assignments/due dates
- Evaluation procedures/rubrics

PROFESSIONAL ATTIRE

The minimum standards of professional appearance for employees shall be as follows: During the work day and any time employees attend work-related activities, they shall exhibit a professional appearance. Examples of clothing fostering a professional appearance include: collared shirts; dress slacks; khakis; dress coordinates, suits, dresses, ties and sports coats (optional). Exceptions would include those positions that have specified separate dress expectations Re: Physical Education personnel.

Physical Education:

Physical Education personnel must wear athletic-wear, daily.

Special Occasions:

Throughout the year, TSILL will have "Casual Fridays" ,"Spirit Days" and/or "Unified Mondays". Clothing considered acceptable for these designated days includes the following: jeans; wind suits; sweat suits; Polo styled shirts with school logo or name, non-collared shirts with the school logo or school colors; high school or college spirit wear; athletic shoes; other items deemed appropriate by the local school administration. Clothing considered acceptable for those locations that recognize "Spirit Day" include those items which are appropriate for "Casual Friday" if that dress supports the theme of the specific spirit day as deemed appropriate by the local school administration.

FIELD TRIPS

Some school-sponsored activities such as laboratory experiences and field trips necessitate dress other than that which is appropriate for a normal work-day. Employees who have questions regarding acceptable dress for these activities should consult the Assistant Principal.

ENFORCEMENT

The Assistant Principal will be responsible for enforcing the standards of professional appearance based on his/her evaluation of the impact an individual's appearance has upon the school climate, educational process, or the school's image in the community. The Assistant Principal shall make the final determination as to the appropriateness of staff dress.

PERSONEL TIME SCHEDULE

All full-time employees of TSILL work a minimum 40 hours per week. The Principal sets a schedule within this policy for the time of arrival and departure of all employees assigned to his/her operation.

In order for an organization to achieve its desired goals, good attendance and punctuality are necessary. Therefore, regular and prompt attendance is expected and required of all employees. If it is necessary to be absent or late to work, employees are responsible for contacting their supervisor at least one day in advance, if possible.

EVALUATIONS

At the beginning of each school year, staff members will receive an introduction to their respective evaluation instrument. TSILL will use the following evaluative tools:
Leadership Keys of Effectiveness System (LKES)- Principal & Assistant Principal
Teacher Keys of Effectiveness System (TKES)- Instructional Staff Members
Collaborative Metrics- Non Instructional Staff Members
Within five (5) days after each observation, staff members are expected to meet with the administrator for a conference.
All staff members will develop a Professional Growth Plan that details professional goals. Goals can be attributed to professional aspirations, increasing capacity, or can be in direct correlation to needed improvements as noted by a recent evaluation.

BEREAVEMENT LEAVE

In additional to personal days, TSILL will offer Bereavement Leave wherein employees are eligible for (3) days of excused absence in the event of the death of an immediate family member or any relative by blood, marriage or adoption residing in the employee's home. Immediate family means spouse, parents, children, siblings, grandparents, and in-law equivalents of the same. The (3) day leave is for the purpose of making funeral arrangements, attending the funeral/ memorial service and/or handling other obligations.
A leave of (1) day may be granted to the employee upon the death of a relative not in the immediate family. Generally, bereavement leaves are taken within (2) weeks of the death unless the memorial service or funeral is planned for a later date.

Other Types of Approved Leaves Leave:
In addition, TSILL shall have procedures in place for employees to obtain permission for other types of excused absences from work, including:

a) Personal Disability Leave
b) Extended Leave of Absence
c) Military Duty Leave
d) Religious Leave
e) Professional Leave for In-Service Training
f) Jury Duty, Subpoena, and Other Court Orders

FAMILY & MEDICAL LEAVE ACT

TSILL maintains full compliance with the Family and Medical Leave Act (FMLA) of 1993.

EQUAL OPPORTUNITY EMPLOYMENT ACT

It is the policy of the Board that the school will not discriminate on the basis of gender, race, color, religion, national origin, age, disability, marital status, or sexual orientation, in any educational program or other activity, service or admissions to facilities operated by the school in the employment practices of the school. It is the express policy of the Board that the school will comply with all appropriate laws and regulations relating to discrimination now in effect or hereafter enacted including Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Americans with Disabilities Act, and all accompanying regulations.

EMPLOYEE BACKGROUND CHECK

All employees must be fingerprinted and successfully complete a criminal background checks. Teachers, principals, and other certified personnel renewed after July 1, 2012, will also have a criminal background check made upon any certificate renewal application to the Professional Standards Commission. Non-certified personnel shall also have criminal background checks on a periodic basis, not to exceed every five years.

REDUCTION IN FORCE

The school reserves the option to have a reduction in force for the following reasons: inadequate funds; loss of funding that includes the reduction or expiration of grant generated funds; insufficient student enrollment to merit continuation of a program or service; decline in average daily attendance; decline in need for services rendered by a position classification; return of contractual personnel from extended leave; discontinuation of a program by action of TSILL board; change in class sizes; closure of change in purpose of a school or program; reorganization; legislative mandates; judicial decrees; other exigencies. The determination of which employees to be demoted or terminated is the responsibility of the Principal who shall follow all applicable federal, state, and local statutes related to demoting or terminating employees. All employees are classified as "at-will".

HEALTH AND SAFETY

The Board recognizes the responsibility for ensuring the safety of all employees. Therefore the school shall take all practical steps to develop and implement a safety program for all employees, which will provide and maintain safe and healthful working conditions, adequate protection equipment and develop operating procedures and practices that comply with federal, state, and local legislation pertaining to accident prevention.

DRUG-FREE WORKPLACE

The Board provides a drug-free workplace and professes that the use of illicit drugs and the unlawful possession and use of tobacco and alcohol are wrong and harmful. The unlawful possession, use, manufacture, distribution, or dispensation of illicit drugs, tobacco, and alcohol by employees on school premises, in school vehicles, or at any school-sponsored activities is prohibited. Compliance with these standards is mandatory. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed on employees who violate these prohibitions.

Employees are prohibited from using or displaying drug, alcohol, and tobacco products in front of students while the employee is on duty, during the normal school day, or while on duty at any school-sponsored function.

Personnel Use of Illicit Drugs:
Employees who are convicted of a criminal drug statute which occurred in the workplace must report the matter in writing to the Principal. TSILL reserves the right to take appropriate action consistent with federal, state, and local statutes including reporting the matter, including termination or requiring the employee to participate in a rehabilitation program.

Drug Free Awareness Programs:
The school will have an ongoing program to regularly provide information to employees about 1) the dangers of drug abuse; 2) TSILL Drug-Free Workplace Policy and the Drug-Free Schools and Communities Act for students and employees; 3) the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace; and, 4) drug and alcohol counseling, rehabilitation, and re-entry programs.

Smoking:
No employee, student, nor school visitor is permitted to use any tobacco product while in any building, facility, or vehicle owned or leased by TSILL. This includes all school grounds and property, as well as, athletic fields and parking lots. Tobacco use is prohibited at all school-sponsored events 24 hours a day, seven days a week.

The school will have an on-going program is provided to inform employees about the dangers of smoking and the penalties that may be imposed upon employees.

UNLAWFUL DISCRIMINAITON COMPLAINT PROCEDURE

1. The school shall have a procedure, including a written complaint form, wherein employees who allege unlawful discrimination or harassment based on age, gender, race, color, religion, national origin, marital status, sexual orientation, or disability, may make a complaint directly to the supervisor/Business Manager, who will make a prompt investigation. Any supervisor/Business Manager who becomes aware of such a complaint is required to notify the Human Resources Committee of the TSILL Governing Board no later than on the business day immediately following his/her knowledge of the complaint.

2. Complaint forms may be obtained from a supervisor or Business Manager.

3. The Board and the school shall thoroughly investigate any allegations of discrimination and respond appropriately to evidence of unlawful discrimination.

Fire and Emergency Procedures/Drills

Our chief aim is to evacuate the school building as quickly as possible. Any time the fire alarm is sounded, all personnel should evacuate the building.

1. Classroom teacher responsibilities:

a. The teacher should direct students to move in an orderly fashion to the designated exit. The students are to remain silent as they follow the teacher from the classroom. (The last person leaving the room should be instructed to turn off all lights and close the door.)

b. Teachers should carry their roll books with them as they exit the building.

c. The teacher should know the escape route designated for each room that they use during the day. An alternate escape route should be planned in the event of an emergency.

Fire and Emergency Drill Schedule

Dates and times of drills will be announced on a monthly basis.

Month	Type of drill	Date
September	Fire Fire	TBA
October	Fire Fire	TBA
November	Fire Lockdown	TBA
December	Fire Lockdown	TBA
January	Fire Lockdown	TBA
February	Fire Lockdown	TBA
March	Weather Emergency Fire	TBA
April	Fire	TBA
May	Fire	TBA

4. This policy shall not apply to the following of claims of unlawful discrimination including: 1) performance ratings contained in personnel evaluation and professional development plans; 2) job performance; 3) termination, non-renewal, demotion, suspension, or reprimand of any employee; and/or 4) the revocation, suspension, or denial of certificates of any employee.

SEXUAL HARRASSMENT

1. The school is committed to providing a workplace free from distractions caused by sexual harassment, which include a) all forms of discrimination based on race, color, religion, gender, age, national origin, sexual orientation, or disability, or b) or inappropriate or offensive conduct. All employees are responsible to conduct themselves in a highly professional manner and respect coworkers, students, parents, and customers. In this regard, the school prohibits sexual harassment, all forms of discrimination, and other unprofessional conduct. Any supervisor or Human Resource personnel who becomes aware of a complaint of sexual harassment is required to notify the Human Resources Committee of the TSILL Governing Board no later than on the business day immediately following his/her knowledge of the complaint.

2. A person should report complaints of sexual harassment to his/her supervisor or any manager. If, for any reason, the person prefers not to share the complaint with the supervisor, or any manager, he/she may file a complaint or consult with the Human Resources Committee of the TSILL Governing Board.

3. The board and the school shall thoroughly investigate any allegations of sexual harassment and respond appropriately to evidence of sexual harassment.

PERSONEL RECORDS

1. Information contained in an employee's personnel file is kept strictly confidential except as may be required by law, requested by the employee, or requested by authorized school officials on a need-to-know basis. Otherwise, requests for information not specifically approved by the employee will be referred to the Business Manager. There are specific document types that are protected from public disclosure, as stated in the Georgia Open Records Act. These documents include medical records, home address information, Social Security numbers, insurance information, and confidential evaluations.

2. TSILL will release, with written approval from the employee, information about the employee's current salary, dates of employment, job title, and work location.

3. An employee may review his/her personnel records by making an appointment with the school's Business Manager. Confidential reference documents are not available for review.
4. Any employee records maintained by supervisory personnel shall also be kept confidential, with access limited only to authorized school officials on a need-to-know

basis. The immediate supervisor of an active employee may retain the individual performance and evaluations records.

USE OF ELECTRONIC RESOURCES

1. The TSILL Governing Board recognizes that electronic media, including the web/internet, provides access to a wide variety of instructional resources in an effort to enhance educational opportunities. Use of electronic resources must be in support of, and consistent with the mission, vision, values, and goals of the school and for the purpose of instructional support or administrative functions.

THE CODE OF ETHICS FOR EDUCATORS

1. TSILL has adopted the Code of Ethics for Educators established by the Professional Standards Commission of Georgia, which defines the professional behavior of educators in Georgia, serves as a guide to ethical conduct, and represents the conduct generally accepted by the education profession. All TSILL educators are expected to follow the Code of Ethics for Educators.

2. **Reporting:** Educators are required to report a breach of one or more of the standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, etc.). The Commission notifies local and state officials of all disciplinary actions.

3. **Disciplinary Action:** TSILL recognizes the Professional Standards Commission's authority to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance, after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder.

4. An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his/her revocation, suspension, or denial for a violation of The Code of Ethics. The Principal shall be responsible for ensuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in the school.

STUDENT ASSESSMENT & TESTING IN GEORGIA SCHOOLS

1. For reliable and valid reporting, tests must be administered fairly and ethically. The administration of tests shall be held to the Code of Ethics of Georgia's Professional Standards Commission. All school personnel involved in administering or supervising

tests are required to perform their assigned responsibilities to maintain test integrity and appropriately implement the testing process.

2. The Principal has the ultimate responsibility and accountability to create and enforce testing procedures consistent with the Code of Ethics, which procedures shall include the following components: a) cover the complete time period the school is responsible for test security, including before, during, and the test, b) test security to ensure the integrity and validity of the test results, c) test preparation to ensure testing material is suitable to the curriculum of the students taking the test, d) test administration to ensure teachers and other test administrators are properly trained regarding test procedures, and e) accurate analysis and releasing of test data to stakeholders.

3. In the event of a violation of the Code of Ethics for Testing, the Professional Standards Commission may, in accordance with its rules, impose upon the violator a reprimand, suspension, or revocation of teaching certificate.

GRIEVANCES

The Spence Institute adopts the DeKalb County School District's Code of Conduct-Students Rights and Responsibilities and Character Handbook along with additional supports listed in Spence's Discipline Handbook as the school's discipline policy. The Spence Institute will establish a process for students, parents or guardians to follow in reporting instances of concerns, grievances and/or complaints. Our goal is to ensure professional customer service and an expeditious process is provided when handling the complainant's concern.

Student Compliant

The student's complaint should be reported to the local school staff. A teacher/staff-student and/or counselor-student conference is scheduled to discuss the events that led to the incident. An attempt is made to resolve the disagreement through the informal discussion. If a resolution is not acquired during that meeting, a further meeting is scheduled with the Principal. The school's counselor will mediate the problem with all parties involved.

In accordance with the Bylaws of The Spence Institute, the Board shall take an active role in resolving grievances and conflicts which may arise within the school community involving students, parents, staff, administration, and Board members. To that extent, the student and parent may make a direct report to The Spence Institute's Board of Directors. The report should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

The formal complaint should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by DCSD and the State of Georgia D.O.E. 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 and during off-school hours.

Parent/Guardian Compliant

Consistency and open communication with Parent(s)/Guardian(s) is the key to our school's safe and productive environment. Parent(s)/Guardian(s) are encouraged to attend the school's Open House and Orientation, which includes pertinent information regarding the discipline protocol. Effective parenting classes and parent support groups will be provided at the school. It is our desire that administrators, teachers, support staff, students and parents/guardians work together to develop the whole child.

Spence encourages Parent(s)/Guardian(s) to communicate often with teachers and staff through informal meetings and formal meetings initiated by the school. Parent(s)/Guardian(s) have access to each teacher/staff member's email; emails will be responded to in a timely manner as part of each teacher/staff member's job requirements. Parent(s)/Guardian(s) are encouraged to visit the school site informally and during the regularly scheduled teacher-parent conference events. Teacher(s)/Staff members will be available to confer with Parent(s)/Guardian(s) by appointment. Parents/Guardians will not be allowed to address concerns with teachers/staff members during instructional time or without an appointment.

Parent(s)/Guardian(s) are advised to resolve grievances initially at the school site. It is likely that the complaint can be resolved when Parent(s)/Guardian(s) get an opportunity to discuss the concern with the Teacher(s)/Staff member directly. The complaint procedure for resolving difficult situations is as follows:

Tier 1:

Parent(s)/Guardian(s) shall request a conference with the teacher/staff member involved. If the Parent(s)/Guardian(s) feel that their needs were not addressed, or that the resolution was not satisfactory,

or that a resolution was not accomplished, the Parent(s)/Guardian(s) may schedule an appointment with the Assistant Principal.

Tier 2:
The Parent(s)/Guardian(s) request a meeting with the Principal. The request may be submitted by email, by letter, or made in person. Within three (3) working days of the reception of the request, the Principal shall contact the Parent(s)/Guardian(s) to schedule a meeting. It is at the discretion of the Principal whether she will require the attendance of the Teacher(s) or Staff member(s) and the student(s). At the conclusion of the meeting a resolution/decision shall be made by the Principal and explained to all attendees. All in attendance shall sign the document acknowledging that they understand the resolution/decision made by the Principal. Signing the document is not an acceptance of the resolution/decision. A printed copy of the resolution/decision shall be given to the Parent(s)/Guardian(s) and one placed on file in the Principal's office. If the Parent(s)/Guardian(s) are unable to remain in the office for the preparation of the document, then within one (1) working day after the meeting, a printed copy shall be placed in a sealed envelope and given to the student to deliver to the Parent(s)/Guardian(s), a printed copy shall be placed in a sealed envelope prepared to be sent via certified U.S. mail, and a telephone call made to the Parent(s)/Guardian(s) with the message of the actions being taken in an attempt to deliver the document. The bottom section of the document, with a signature, indicating receipt of the copy and/or the signature of the person receiving the certified U.S. mail shall be returned to the Spence Institute.

The Principal shall also explain the procedure/process for appeal in the event that the Parent(s)/Guardian(s) are unsatisfied with the Principal decision.

Tier 3:
The Parent(s)/Guardian(s) may appeal the Principal's decision by submitting a letter of appeal to the Spence Institute's Board Chair and/or governing board. The letter of appeal must include the following:

A. A statement of intent of the Parent(s)/Guardian(s) to utilize the complaint procedure
B. A brief statement of the facts pertaining to the complaint
C. Address or email address of the Parent(s)/Guardian(s) to where documents may be delivered

The letter may be hand-delivered or sent via certified U.S. mail to Spence's school address. Within three (3) working days of receipt of the letter of appeal, the Board Chair/Governing Board shall contact the Parent(s)/Guardian(s) to schedule a meeting. The meeting shall convene within ten (10) days of the receipt of the letter of complaint. The Board Chair/Governing Board may/may not request the attendance of the Principal, teacher(s), staff member(s), student(s) and/or witness(es).

At the conclusion of the meeting, a resolution/decision will be made by the Board Chair/Governing Board and explained to all attendees. All in attendance shall sign the document acknowledging that they understand the resolution/decision made by the Board Chair/Governing Board. Signing the document is not an acceptance of the resolution/decision. A printed copy of the resolution/decision shall be given to the Parent(s)/Guardian(s), one placed on file in the Principal's office, and a copy on file with the Board Chair. If the Parent(s)/Guardian(s) are unable to remain on campus for the preparation of the document, then within one (1) working day after the meeting, a printed copy shall be placed in a sealed envelope and given to the student to deliver to the Parent(s)/Guardian(s), a printed copy shall be placed in a sealed envelope prepared to be sent via certified U.S. mail, and a telephone call made to the Parent(s)/Guardian(s) with the message of the actions being taken in an attempt to deliver the document. The bottom section of the document, with a signature, indicating receipt of the copy and/or the signature of the person receiving the certified U.S. mail shall be returned to the Spence Institute.

The Board Chair shall explain the procedure/process for appeal in the event that the Parent(s)/Guardian(s) is/are unsatisfied with the decision of the Board Chair/Governing Board.

Tier 4:
At this tier, if the Parent(s)/Guardian(s) is/are not satisfied with the decision of the Board Chair/Governing Board, they shall contact the DeKalb County School District, 1701 Mountain Industrial Boulevard, Stone Mountain, Georgia 30083-1027 **or** The Department of Safe Schools and Student Relations, 5823 Memorial Dr., Stone Mountain, Georgia 30083.

Employee Compliant

"All certified employees shall have the right to present and resolve complaints relating to certain matters affecting the employment relations at the lowest organizational level possible. The DeKalb County Board of Education encourages all employees to resolve complaints informally in a spirit of collegiality whenever possible." (DeKalb County School District Employee Handbook, pg. 8). If the conflict remains unresolved, the employee(s) shall follow the procedures as outlined below:

Tier 1:
An employee shall submit a letter to the Principal stating clearly the facts and nature of the grievance(s)/complaint(s). The letter of complaint must include the following:

A. A statement of intent of the employee to utilize the complaint procedure
B. A brief statement of the facts pertaining to the complaint
C. A listing of witness(es), if any, to be interviewed

Within five (5) working days of the receipt of the letter, the Principal shall schedule a meeting with the employee to discuss the grievance(s)/complaint(s). The Principal may exercise the following options:

Option A:

At the conclusion of the meeting, the Principal shall present his/her resolution/decision and explain the resolution/decision to the employee. Within two (2) working days of the meeting, a printed copy of the resolution/decision shall be given to the employee by the Principal. The document shall contain the minutes of the meeting, the procedure(s) and the timeline of the action(s) to be taken by the Principal to resolve the grievance(s)/complaint(s). All in attendance shall sign the document acknowledging understanding of the resolution/decision made by the Principal. Signing the document is not an acceptance of the resolution/decision.

Within ten (10) working days after the first meeting, the Principal shall convene a second meeting with the employee to discuss the actions that have taken place to resolve the initial grievance(s) or complaint(s). If the employee is satisfied with the results of the action(s) that the Principal has taken to resolve the grievance/complaint, the employee shall sign a document that the result(s) is/are to his/her satisfaction. However, if the employee is not satisfied with the results, he/she has the right to proceed to the next tier.

Option B:

If the Principal concludes that there is a need to call witness (es) and conduct an investigation regarding the grievance(s)/complaint(s) before a resolution/decision can be determined, the Principal will inform the employee of the procedure and timeline needed to interview witness(es) and conduct the investigation. The employee shall sign the document stated that he/she understands the Principal's decision. Within two (2) working days the Principal shall give the employee a

printed copy of the meeting minutes along with a detailed procedure and time line of the investigation and interviews of the witness(es).

Within ten (10) working days after the first meeting, the Principal shall call the second meeting with the employee. The Principal must send a letter to inform the employee indicating the date, time and location of the second meeting. The Principal may call witness(es) pertinent to the complaint. Attendees shall be able to provide information and evidence(s), if any, relevant to the grievance or complaint. The Principal's decision shall be explained to all in attendance.

At the conclusion of the meeting all attendees shall sign the document acknowledging that they understand the resolution/decision made by the Principal. Signing this document is an act of acknowledgement not acceptance of the resolution/decision. Within one (1) day a printed copy of the minutes of the meeting along with the Principal's decision/ resolution shall be given to all attendees.

If the employee is satisfied with the outcome of the Principal's decision, he/she should inform the Principal in writing within ten (10) working days of the meeting. The employee will be asked to sign a document stating that the grievance(s)/complaint(s) have been resolved to his/her satisfaction so that the cased can be closed. However, if the employee is not satisfied with the results, he or she has the right to proceed to Tier 2.

Tier 2:

The employee shall proceed as in Tier 1, except that the letter shall be sent to the Board Chair of the Spence Institute via certified U.S. mail to the school address. The letter of appeal must include the following:

A. A brief statement of the facts pertaining to the complaint
B. A brief statement of the employee's reason for dissatisfaction with the Principal's resolution/decision
C. A statement that explains why a meeting/hearing with the Board Chair is needed
D. Employee must provide his/her personal telephone number and personal email address in the letter

Within five (5) working days of the receipt of the letter of appeal, The Board Chair shall acknowledge the reception of the letter by contacting the employee via email and certified mail to schedule a meeting/hearing with the employee. The Board Chair or a designated Board member shall send a letter to the employee informing him or her of the date, time and location of the meeting/hearing, and that the employee may bring any additional evidence that is pertinent to the grievance(s)/complaint(s). Within ten (10) working days the Board Chair shall hold a meeting with the employee.

It is at the Board Chair's discretion to accept the Principal's decision/resolution without further investigation. If the Board Chair decides to pursue further investigation, he/she shall inform the employee in the meeting. The Board Chair/Governing Board may invite the Principal to attend the meeting and the Board Chair may call witness (es) as necessary. At the conclusion of the meeting/hearing, the employee may elect to proceed to Tier 3.

Tier 3:

At this tier, the employee may write a letter of appeal to the Board and Superintendent of the DeKalb County School District. The letter of appeal must include the following components:

A. A brief statement of the fact(s) pertaining to the complaint
B. A brief statement of the employee's reason(s) for dissatisfaction with the Principal's resolution/decision

C. A brief statement of the employee's reason(s) for dissatisfaction with the Board Chair of Spence Institute's resolution/decision
D. A brief statement that explains why a meeting/hearing with the Board and Superintendent of the DeKalb County School District is needed
E. Employee must provide his/her personal telephone number, personal email address, and personal address to where notices and documents may be delivered.

Ultimately if the employee is dissatisfied with the decision of the Board and Superintendent of the DeKalb County School District, the employee may appeal that decision to the State Board of Education. Such appeals shall be governed by the applicable State Board policy and O.C.G.A. § 20-2-1160.

Tab 30:

Job Descriptions

JOB DESCRIPTION: Founding Principal

POSITION TITLE: Founding Principal	**EVALUATION INSTRUMENT** : LKES
FT/PT: Full time	**SALARY**: TBD
DEPARTMENT: Executive Leadership- {enior Manager	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Governing Board	**WORK DAYS:** 240

PRIMARY FUNCTION:

The Principal provides the vision and leadership to promote and sustain high academic achievement for all students and successfully carry out the implementation of the school's strategic plan; exhibits through knowledge and practice of instructional leadership rules and regulations pertaining to instructional and assessment programs; displays proficiency in the integration of instructional technology; demonstrates operational and financial acumen; and deals sensitively and responsibly with the community, local school district departments, and all internal and external persons and officials.

REQUIREMENTS:

1.	Educational Level: Masters' Degree or higher in Educational Leadership or Masters' Degree in other education field which completion of an Educational Leadership program within 5 years
2.	Certification/License Required: Valid Georgia Educational Leadership Certificate at level 5 or higher, or meets qualifications for NPL-5 and passing score on the GACE Educational Leadership Assessment
3.	Experience: 10 years of successful educational experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities

5. Knowledge, Skills, & Abilities: Written and oral communication, leadership, organizational and interpersonal skills

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Communicates effectively and appropriately within the school community; promotes public relations and facilitates positive communications between the school and community.
3. Observes and evaluates the performance of employees.
4. Organizes and manages meetings, conflicts, reports, and paperwork.
5. Demonstrates appropriate knowledge of curriculum. Supervises and evaluates the instruction program.
6. Establishes a positive school climate that includes high expectations, interactive teaching, clearly defined goals and objectives.
7. Supervises student and staff conduct and monitors their progress toward achieving specified goals.
8. Administers and improves the total school program in compliance with all procedures, standards, and regulations.
9. Organizes and coordinates programs, tasks, and materials to enhance student learning and teacher effectiveness.
10. Appropriately organizes and supervises all curricular and extracurricular activities of the students and school.
11. Implements student support team functions according to guidelines.
12. Allocates resources, supervises personnel, and coordinates schedules.
13. Develops a school budget, accounts for school funds, and administers all budget related matters according to established state and county regulations and guidelines; determines the validity and appropriateness of purchases.
14. Reviews disbursement packages for proper documentation and signatures in accordance with local school accounting procedures.
15. Demonstrates consistently appropriate fiscal management of funds for which he/she is responsible in compliance with all applicable rules and regulations.
16. Interviews and recommends applicants for employment according to federal, state, and county policies and

procedures.
17. Implements procedures to assure the safety and welfare of students and staff including traffic control and student transportation.
18. Supervises the maintenance and operation of all school facilities and grounds.
19. Demonstrates effective short and long-range planning in coordination with established goals and objectives.
20. Monitors school-wide goal setting, implementation, and evaluation.
21. Supervises the school's before and after school programs and activities.
22. Performs other duties as assigned by the Governing Board and LEA.

JOB DESCRIPTION: Assistant Principal

POSITION TITLE: Assistant Principal	**EVALUTION INSTRUMENT:** LKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Executive Leadership- Programming	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 210
PRIMARY FUNCTION: Assists the principal to provide effective leadership and guidance in the operations of the school.	

REQUIREMENTS:

1.	Educational Level: Master Degree in Educational Leadership required, or Master Degree in other education field with completion of an Educational Leadership program within 5 years
2.	Certification/License Required: Valid Georgia Educational Leadership Certificate at level 5 or higher, or meets qualifications for NPL-5 and passing score on the GACE Educational Leadership Assessment
3.	Experience: 7 years successful educational experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication, leadership, organizational and interpersonal skills, computer competence, instructional strategies that connect the curriculum to the learners, student management

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Assumes responsibility in the absence of the principal.
3.	Assists in the enforcement of policies concerning student discipline and attendance.
4.	Keeps the principal apprised of activities, situations, and developments that affect the school operation.
5.	Assists in the supervision, observation and evaluation of staff.
6.	Assists with directing and improving curriculum and instruction.
7.	Assists with the organization and implementation of staff development.
8.	Assists in the supervision of the extracurricular program.
9.	Assists with safeguarding the health, safety and welfare of students.
10.	Supervises student activities, assemblies and other activities.
11.	Assists with the maintenance and operations of the school facility.
12.	Assists in organizing student activities.
13.	Assists with the supervision of student orientation, registration, and scheduling.
14.	Assists with the administration and supervision of the total school program in accordance with applicable regulations.
15.	Serves as a member or facilitator of District Student Disciplinary Due Process Hearing panels, as needed.
16.	Assists with the financial operation of the school, as needed.
17.	Demonstrates consistent appropriate fiscal management of funds.
18.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Chief Financial Officer (CFO)

POSITION TITLE: Chief Financial Officer	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Part Time	**SALARY:** TBD
DEPARTMENT: Executive Leadership Finance	**STATE HEALTH BENEFITS:** No
REPORTS TO: Principal	**WORK DAYS:** TBD
PRIMARY FUNCTION: In collaboration with the Principal, the CFO directs the financial and business affairs of the school with responsibility for coordinating accounting, budgeting, auditing, payrolls, grant accounting, cash management, and property inventory.	

REQUIREMENTS:

1. Educational Level: Master Degree in finance, business, accounting, or related field required
2. Certification/License Required: None
3. Experience: 5 years in related work experience in financial management preferably in a large public sector or K-12 education environment
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Written and oral communication; ability to set goals and objectives with multiple departments; ability to direct the management of fiscal resources in excess of one million; proficiency in developing school system budgets and budget management; public relations skills; technology skills

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Collaborates with the Principal to direct the financial services of the school that includes the functions of accounting, cash management, accounts receivable/payable, budget & financial planning, internal audit and facilities. Interviews and recommends candidates for Business Management.
3. Coordinates the development of the annual budget for all funds/programs; monitors Board approved budgets during the fiscal year; reports major deviations from the approved budget to the Principal; coordinates periodic revisions to the budget; collaboratively presents the annual budget to the Governing Board.
4. Develops financial goals to improve self performance and financial management processes.
5. Directs the reporting of financial data to all appropriate school district users; develops & directs the application of appropriate financial procedures and controls for the school.
6. Oversees the audit of the school's accounting records.
7. Monitors the cash management of local, state, and federal funds.
8. Serves on the Executive Operations Team and attends and presents financial related data at Board meetings and other related meetings.
9. Performs other duties as assigned by the Principal.

JOB DESCRIPTION: Business Manager

POSITION TITLE: Business Manager	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Executive Leadership- Human Resources	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal & Chief Financial Officer	**WORK DAYS:** 240

PRIMARY FUNCTION: Oversee all HR management and employment functions, service deliveries and employee relations operations for the school. Serve as senior level advisor to the Principal for organizational and workforce strategies, succession planning and policies. Oversee background checks, accounts payable, legal compliance, compensation and employee benefits.

REQUIREMENTS:

1. Educational Level: Master Degree required
2. Certification/License Required: None
3. Experience: 5 years bookkeeping and/or human resources experience is required
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Written and oral communication, leadership, planning, public relations, school staffing, business analytics, enterprise resource planning

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Oversees all HR management and employment functions, service deliveries and employee relations operations for the school.
3. Oversees legal and regulatory compliance within the local, state and federal guidelines.
4. Develops organizational strategies in recruiting, retention, training, performance appraisal, position control and succession management.
5. Serves as a strategic business partner to the Principal and Chief Financial Officer.
6. Collaborates with the Executive Leadership Dept. to develop, implement and evaluate enterprise strategies.
7. Assesses current capabilities within the workforce, supplying recommendations for revision and improvements.
8. Directs investigations of reports of misconduct, arrests, or illegal activities of employees.
9. Facilitates salary administration for all employees.
10. Confers with colleagues to plan and monitor business objectives and annual budget strategies.
11. Attends Board meetings.
12. Organizes open enrollment activities, presentations and training.
13. Performs other duties as assigned by Principal.

JOB DESCRIPTIONY
CW2yú hŦŦΛÔŜ wŜŎŜLJúΛ2yΛăú

POSITION TITLE: CW2yú hŦŦΛÔŜ Receptionist	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPT. Organizational Leadership- Clerical & Hospitality	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 220
PRIMARY FUNCTION: To perform duties to support the operation of the front office	

REQUIREMENTS:

1.	Educational Level: High School Diploma or GED
2.	Certification/License Required: None
3.	Experience: Hospitality or customer service experience required
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication; Exemplar typing skills

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Coordinates schedule for use of total facility; including scheduling rooms for all meetings and coordinates room set-up with custodial staff.
3.	Sorts and disperses all incoming mail.
4.	Takes incoming calls and implements necessary action; greets all visitors and directs them to proper destination; takes telephone messages and delivers to designated meeting room; operates intercom system.
5.	Performs clerical duties as delegated including creating databases, word processing, preparing outgoing mail, filing, and ordering postage.
6.	Maintains calendar for lobby of facility (programs message board in lobby); makes calendar available for review, as needed, by all assigned personnel in facility.
7.	Operates two-way radio for calling custodians or Principal.
8.	Coordinates school tours for new and prospective parents, including concierge services.
9.	Performs other duties as assigned by the Principal.

JOB DESCRIPTION: School Registrar

POSITION TITLE: School Registrar	**EVALUTION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPT. Organizational Leadership- Student Information	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 210
PRIMARY FUNCTION: Performs a variety of technical and computer support functions for the student information system. Communicates effectively with a wide variety of groups including, but not limited to, principals, teachers, parents, counselors, government agencies, local school district personnel, and students.	

REQUIREMENTS:

1.	Educational Level: High school diploma with two years of work experience in computer systems and/or data entry. Bachelor's Degree in computer systems preferred.
2.	Certification/License Required: None
3.	Experience: 2 years of elementary/middle school student data managment
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Ability to work at a high degree of accuracy; knowledge of attendance regulations and data management policies and procedures; and ability to communicate well with parents, local school district, and school personnel while complying with confidentiality requirements and policies.

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Maintains and utilizes the student information system.
3.	Create and maintain student records including updating and maintenance of both hard copy and online records.
4.	Ensures dissemination of records to other schools districts and court-ordered requests are accurate and timely.
5.	Responsible for processing new student enrollment, transfers, and withdrawals and graduation
6.	Review and provide an assessment of instructional placement on new enrollees to appropriate personnel.
7.	Prepares customized reports for local school needs.
8.	Records electronic files for storage, such as daily backup copies or copies for transmittal.
9.	Prepares and/or maintains attendance records and reconciles late arrivals and early checkouts.
10.	Verifies with parents and teachers the validity of daily attendance as reported.
11.	Generates and distributes excessive absences letters or other attendance problem letters.
12.	Maintains computer records of students' scores on state mandated tests and standardized tests.
13.	Coordinates student orientation, registration, and scheduling.
14.	Maintains records of student suspensions, student withdrawal from school, record of reasons for student withdrawal and prepares periodic statistical reports of such data.
15.	Serves as a member of the school's disciplinary due process hearing panels, as needed.
16.	Provides the files to be used in school accountability.
17.	Provides information and/or training to staff on the necessity of accurate use of student information systems.
18.	Performs other duties as assigned by the Principal.

JOB DESCRIPTION: Food Service Clerk

POSITION TITLE: Food Service Clerk	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPT. Organizational Leadership- Food Services	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 182
PRIMARY FUNCTION: Performs food service duties and supervises a staff of two-three food servers.	

REQUIREMENTS:

1. Educational Level: None; High School Diploma or GED required.
2. Certification/License Required: In lieu of license, employee must complete 30 clock hours of basic training (Orientation for Nutrition Employees [ONE] course) provided by the School Food & Nutrition Services Department during the first 12 months of employment as required by the Georgia Department of Education.
3. Experience: Three years of food service management experience
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities; ability to repetitively lift items weighing a maximum of 50 lbs, walk & stand on cement floor for up to 7.5 hours, climb ladder, stoop, bend, lift and have hands in water; ability to work extended periods in temperatures ranging from extremely hot to sub-zero; ability to tolerate work conditions while cooking, frying in hot oil, steaming, baking and microwaving; operates equipment that poses possible risk, loss or injury; utilizes cleaning chemicals in solution, aerosol and powder forms; subject to a noisy work environment.
5. Knowledge, Skills, & Abilities: The ability to follow and implement written recipes, safety procedures, and employment related instructions as presented in English. Ability to follow written and oral instructions to effectively perform essential duties, including food preparation and meeting safety/sanitation guidelines; must have knowledge of measurement, knowledge of abbreviations, counting skills, portion control skills, calculation skills for recipe preparation, time calculation skills, basic computer skills, and excellent customer service and teamwork skills.

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Performs cooking duties, including/not limited to frying in hot oil, steaming, baking, and microwaving.
3. Maintains meal management records and food service orders.
4. Follows food safety guidelines for personal hygiene and practices safe hand washing.
5. Assures proper portion control.
6. Meets serving schedule deadlines.
7. Assures food is attractively served.
8. Lifts and rotates stock (up to 50 lbs.) via the FIFO method in all kitchen areas including freezers and refrigerators.
9. Cleans and sanitizes dishes, equipment, and work areas immediately after use.
10. Restocks work areas throughout the day and prior to end of shift.
11. Utilizes and stores cleaning chemicals (solutions, aerosols and powders) correctly.

12. Complies with all Federal, state, county, and district regulations and policies. Complies with all food safety program (HACCP) guidelines; meets food handling standards; covers, labels, and dates food; records food, refrigerator, freezer, dry storage temperatures appropriately.
13. Promotes a safe working environment; does not pose a safety risk to self or others.
14. Utilizes resources, supplies, and time effectively and efficiently.
15. Follows money-handling procedures and assures accurate cash intake when cashiering.
16. Utilizes computer for various tasks related to cashiering, and/or data entry, and/or end of day processing, and reports, as assigned.
17. Participates in training, in-service, and learning opportunities.
18. Adheres to FNS approved dress code - uniform, gloves, hairnet, etc.
19. Performs other duties as assigned by Principal and Assistant Principal.

PHYSICAL DEMANDS:

Dictionary of Occupational Titles- Physical Demand Categories:

Occasional	Frequent	Continuous
1-33% or 0-2.5 hrs p/day	33-66% or 2.5-5 hrs p/day	67-100% or 5 or more hrs p/day
0-100 reps	100-500 reps	500 or more reps

TASK/ACTIVITY	**Occasional 1-33% per day**	**Frequent 34-66% per day**	**Continuous 67-100% day**
Lift Floor to Knuckle	50 lbs	25 lbs	10 lbs
Lift 12 inch off floor to knuckle	50 lbs	25 lbs	10 lbs
Lift waist to chest height	35 lbs	17.5 lbs	7 lbs
Lift waist to overhead	25 lbs	12.5 lbs	5 lbs
Two Hand Carry	50 lbs	25 lbs	10 lbs
Push- The maximum amount of force it takes to move, (push and pull), fully loaded utility carts, baker's racks, and proofing/holding cabinets was measured.	33.5 lbs	NA	NA
Pull	33.5 lbs	NA	NA
Sit	X		
Stand			X
Walk		X	
Repetitive Stooping (Bending)		X	
Sustained Stooping (Bending)	X		
Repetitive Crouching (Squatting)		X	
Sustained Crouching (Squatting)	X		
Climb Stairs	X		
Climb Ladders	X		
Kneel	X		
Operate Hand Controls/Tool Use/Grasping			X
Reach above Shoulder Height	X		
Reach Repetitively Waist Height		X	

JOB DESCRIPTION: School Nurse

POSITION TITLE: School Nurse	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Organizational Leadership- Student Health	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 183 Days
PRIMARY FUNCTION: Applies appropriate theories from nursing to meet the unique and diverse health needs of the school community.	

REQUIREMENTS:

1. Educational Level: Graduate of an accredited nursing education program required
2. Certification/License Required: Valid RN/LPN licensure in the State of Georgia; Certification in CPR/AED required; Certification in American Red Cross Standard First Aid required; must successfully complete the CCSD training course and pass all written tests; must fulfill continuing competency requirements
3. Experience: Minimum of 1 year nursing experience required; 2 years of professional nursing experience preferred
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Written and oral communication; strong motivation for community health; ability to maintain a positive working relationship with school personnel, students, and families; competency in computer applications, record keeping, and organizational abilities; interpersonal skills necessary for overseeing the clinic; knowledge of fundamental nursing concepts, practices, and procedures is essential

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Presents professional and well-groomed appearance according to school dress code.
3. Attends mandatory Clinic Orientation and Training, Pre-Planning, Professional Learning Days, and other district required trainings.
4. Adheres to district administrative rules; uses a distinct clinical knowledge base for decision making in nursing practice; delivers nursing services consistent with Georgia Board of Nursing rules and regulations; nursing procedures are efficient, safe, and effective; maintains accurate documentation of clinic services, including emergency situations; demonstrates ethical and professional behavior, including maintenance of confidentiality at all times.
5. Administers and documents medications to students according to approved clinic policies, procedures, protocols and written physician directions to include injectable medications and emergency medication with appropriate documented records.
6. Organizes and maintains a clean, orderly clinic to ensure a safe physical environment including locked medication cabinets, practicing standard precautions at all times, and maintaining sharps containers in appropriate locations; maintains adequate clinic supplies.
7. Provides privacy and a caring environment; displays and models respect towards students and others; serves as a student advocate and establishes and communicates clear behavior expectation in the clinic to students and staff.
8. Identifies and manages individuals with suspected infectious illnesses and helps prevent transmission to others through exclusion and education.
9. Evaluates student responses to prescribed interventions and the efficacy of the interventions and executes and documents the nursing interventions noted in an Individual Health Care Plan (IHCP), Section 504 Plan, or Individual Educational Plan (IEP).
10. .Communicates and collaborates with school personnel, nursing administration, students and families in a professional manner and with appropriate frequency about school health issues.

JOB DESCRIPTION: School Counselor

POSITION TITLE: School Counselor	**EVALUTION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Organizational Leadership- Wellness	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 210
PRIMARY FUNCTION: Provide emotional, mental and social support to students that guides them to promote positive behavior.	

REQUIREMENTS:

1.	Educational Level: Bachelor's Degree or higher in Education, Psychology, Guidance, Counseling or related field
2.	Certification/License Required: Valid Georgia Teaching Certification
3.	Experience: 3 years classroom teaching experience, supervisory or closely related experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Superior knowledge of Student Support Team processes and structures, Special Education IEP, 504 Intervention Plans, oral and written communication skills.

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Follows professional practices consistent with working with students, parents, student records and colleagues.
3.	Develop, maintain and evaluate the school counseling program.
4.	Ensures dissemination of records to other schools districts and court-ordered requests are accurate and timely.
5.	Coordinates the School-wide Positive Behavior Intervention System.
6.	Assist students in academic, social and emotional development.
7.	Provides career development and life skills lessons to students.
8.	Provides individual and small group counseling in a variety of settings.
9.	Collaborates with Special Populations staff to develop 504 accommodations.
10.	Corresponds with parents regarding excessive absences and other attendance concerns.
11.	Creates appropriate referrals for parents and students to outside agencies.
12.	Provides in-service training on a wide variety of wellness and health topics to faculty and staff
13.	Coordinates student orientation, registration, and scheduling.
14.	Collaborates with school registrar to record student suspensions, student withdrawal from school, record of reasons for student withdrawal and prepares periodic statistical reports of such data.
15.	Serves as a member or facilitator of school disciplinary due process hearing panels, as needed.
16.	Provides appropriate department files to be used in school accountability.
17.	Provides information and/or training to staff on the necessity of accurate use of student information systems.
18.	Performs other duties as assigned by the Principal.

JOB DESCRIPTION: Head Custodian

POSITION TITLE: Head Custodian	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** Classified Hourly
DEPARTMENT: Organizational Leadership- Maintenance	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Principal	**WORK DAYS:** 260 Days
PRIMARY FUNCTION: Supervises, under the Principal's direction, the total custodial program of the school.	

REQUIREMENTS:

1.	Educational Level: High School Diploma or GED required
2.	Certification/License Required: None
3.	Experience: Minimum of three years custodial experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities; walking, standing, kneeling, negotiating stairs and ladders, lift and transport 75 pounds over short distances.
5.	Knowledge, Skills, & Abilities: Written and oral communication; leadership, cleaning, operation of cleaning equipment.

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Assigns duties, supervises and assists in the total custodial program of the school.
3.	Reports problem areas to Principal and follows up with devised plan.
4.	Oversees the proper use and storage of all equipment and supplies.
5.	Performs minor maintenance as needed.
6.	Maintains an understanding of custodial procedures and equipment.
7.	Secures building as directed.
8.	Cleans entire building, including dining areas.
9.	Changes light bulbs in ceilings up to 10 feet in height.
10.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, French

POSITION TITLE: Teacher, French	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership: Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: Plan instruction for and teach a new foreign language course to middle school students. Develop student understanding and appreciation of the cultures of the countries where French is spoken.	

REQUIREMENTS:

1.	Educational Level: Bachelor degree from an accredited college or university in the United States or the equivalent of a bachelor degree from a college or university outside the United States that is recognized as the equivalent of the diploma awarded in the United States. Any foreign credential must be evaluated by an agency approved by the Professional Standards Commission of the State of Georgia.
2.	Certification/License Required: Valid Georgia Teaching Certificate in Languages Other Than English- French and appropriate teacher certificate with K-8 assignment with Bilingual Education Supplemental
3.	Experience: Three years of successful classroom teaching
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Advanced knowledge of GA Modern Languages Standards and the American Council on the Teaching of Foreign Languages Standards, superior proficiency/fluency in French and English, and advance knowledge of foreign language instruction

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Enable students to develop language acquisition at a 90% target rate.
3.	Conduct ongoing formal and informal assessments of student achievement of the students' aural comprehension, speaking and writing in Spanish appropriate to the level taught.
4.	Presents a professional demeanor which enhances the image of the school.
5.	Assist students with appropriate study methods and habits.
6.	Create a classroom environment that is conducive to learning and appropriate for the social, emotional, and physical development of students.
7.	Collaborative design and implement the school's International Travelers Program.
8.	Use technology to enhance learning.
9.	Presents subject matter according to the guidelines established by the GADOE World Languages Department.
10.	Works collaboratively with Academic Support teachers to provide instruction that is in alignment with establish supports and interventions.
11.	Serves as a resource and works collaboratively with the general education teacher who teach students with limited English proficiency.
12.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Media Specialist

POSITION TITLE: Media Specialist	**EVALUATION INSTRUMENT:** GA Media Specialist Evaluation Instrument
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Organizational Leadership: Media Literacy	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: Provides leadership for the school media center program.	

REQUIREMENTS:

1. Educational Level: Master Degree Required
2. Certification/License Required: Valid GA Library Media Specialist Certification
3. Experience: none
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Written and oral communication; instructional strategies; basic technology; leadership

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Provides leadership and plans collaboratively for the use of information, resources and needs.
3. Administers and maintains a center and program that fosters a positive learning environment.
4. Ensure effective organization and accessibility of the center and resources.
5. Selects and orders resources consistent with system policies and school curriculum needs.
6. Provides leadership and supervision for staff, including clerical, professional and technical; may include student aides or parent volunteers.
7. Plans collaboratively with teachers to integrate literature, resources and information literacy skills into the curriculum.
8. Develops and provides instructional opportunities with information technologies for staff and students.
9. Collaborates with teachers and students in materials production.
10. Provides information about, and complies with, copyright laws.
11. Evaluates and revises policies, procedures and services of the program on a continuous basis to determine strengths and weaknesses.
12. Seeks opportunities for professional growth.
13. Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, Spanish

POSITION TITLE: Teacher, Spanish	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership: Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: Plan instruction for and teach a new Foreign Language in the Elementary School (FLES) Program. Develop student understanding and appreciation of the cultures of the countries where Spanish is spoken,	

REQUIREMENTS:

1.	Educational Level: Bachelor degree from an accredited college or university in the United States or the equivalent of a bachelor degree from a college or university outside the United States that is recognized as the equivalent of the diploma awarded in the United States. Any foreign credential must be evaluated by an agency approved by the Professional Standards Commission of the State of Georgia.
2.	Certification/License Required: Valid Georgia Teaching Certificate in Languages Other Than English- Spanish and appropriate teacher certificate with K-8 assignment with Bilingual Education Supplemental
3.	Experience: Three years of successful classroom teaching
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Advanced knowledge of GA Modern Languages Standards and the American Council on the Teaching of Foreign Languages Standards, superior proficiency/fluency in Spanish and English, and advance knowledge of foreign language instruction

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Enable students to develop language acquisition at a 90% target rate.
3.	Conduct ongoing formal and informal assessments of student achievement of the students' aural comprehension, speaking and writing in Spanish appropriate to the level taught.
4.	Presents a professional demeanor which enhances the image of the school.
5.	Assist students with appropriate study methods and habits.
6.	Create a classroom environment that is conducive to learning and appropriate for the social, emotional, and physical development of students.
7.	Collaborative design and implement the school's International Travelers Program.
8.	Use technology to enhance learning.
9.	Presents subject matter according to the guidelines established by the GADOE World Languages Department.
10.	Works collaboratively with Academic Support teachers to provide instruction that is in alignment with establish supports and interventions.
11.	Serves as a resource and works collaboratively with the general education teacher who teach students with limited English proficiency.
12.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, Exceptional Education

POSITION TITLE: Teacher, Special Education	**9±![¦!¢Lhb Lb{¢w¦ a9b¢:** ¢Y9{
FT/PT: Full Time	**{![!w¸Y** TBD
DEPT: Transformational Leadership- Exceptional ED	**S¢!¢9 I9![¢I .9b9CL¢{:** ¸Šă
REPORTS TO: Assistant tNJăyŎĂLJI·f	**WORK DAYS:** 190
PRIMARY FUNCTION: Facilitates compliance with special education due process procedures; facilitates communication between the special education department and the local school; assists with preparation of records and written responses to the school and parents.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree required; Master Degree preferred
2.	Certification/License Required: Valid Georgia Teaching Certificate with appropriate Exceptional ED certification
3.	Experience: p years successful classroom teaching experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication, collaboration, data management and analysis, demonstration of proficiency in all components of special education due process procedures

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Adheres to federal, state, and local due process procedures.
3.	Demonstrates ethical and professional behavior.
4.	5ŜØŜf2LJă, conductă, implementă, monitoră, and reviewă IEPs for selected students with disabilities.
5.	Serves as a liaison between the local school and the Special Education Department in compliance procedures.
6.	Demonstrates the ability to problem solve and diffuse difficult situations.
7.	Prepares files and student records to include all necessary documents.
8.	Provides training to ŎfI·ăăN22Y úŜI·ŎKŜNă ʎƴ regardă to IEP procedures and compliance.
9.	Assists with analyzing data in preparation for IEP compliance and communication with parents.
10.	Effectively conducts preparation activities for IEP meetings.
11.	{ŜŎdzNŜă all necessary documents required for IEP meetings. Prepares reports for school accountability.
12.	Serves as a liaison between the Special Education Department and Alternative Education Programs.
13.	Coordinates federal, state and local procedures in the local school.
14.	Attends and participate in IEP meetings as needed for identified students with disabilities.
15.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, Dance

POSITION TITLE: Teacher, Dance	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership- Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide instruction for students that enables them to learn and achieve at maximum levels.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certificate
3.	Experience: None
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication; instructional strategies that connect the curriculum to the learners, student management

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Instructs students in dance and ensures each student's progress with as much individualization as possible.
3.	Presents dance concerts and recitals as dictated by the instructional needs of the students and the valid expectations of the local school and community.
4.	Provides a safe physical environment for students through warm-up activities, requirement of appropriate clothing and footwear, and clear classroom space.
5.	Provides a safe physical environment for students through warm-up activities, requirement of appropriate clothing and footwear, and clear classroom space.
6.	Instructs students on different dance styles to allow students to showcase their abilities and combine the techniques to create dance routines.
7.	Selects all music and choreography of dance combinations.
8.	Establishes a positive classroom climate and effectively manages dance instruction within that environment.
9.	Plans effectively for instruction, using knowledge of subject matter as well as knowledge of the physical, emotional, and intellectual growth process of students.
10.	Assesses and evaluates effectively student progress in terms of the purposes of the course and grade level.
11.	Meets expectations according to the regular teacher job description.
12.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, K-3

POSITION TITLE: Teacher, K-3	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership- Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide instruction for students in grades K-3 that enables them to learn and achieve at maximum levels.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certificate
3.	Experience: None
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication; instructional strategies that connect the curriculum to the learners; student management

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Exhibits professionalism in all job related situations; follows professional ethics in all work related activities.
3.	Adheres to local school procedures and regulations in a supportive manner; demonstrates loyalty to the school and its leadership; avoids behaviors which detract from staff morale; works cooperatively with colleagues and the community; promotes a positive school environment that enhances student learning; helps maintain a positive and cooperative climate.
4.	Maintains required work schedule in a punctual manner; demonstrates responsible attendance and use of leave.
5.	Provides instruction that is appropriate; communicates responsibly with all individuals and groups; assumes a fair share of outside-the-classroom school responsibilities; maintains plans according to policies and/or directives; promotes the responsible use of materials and equipment; submits accurate paperwork on schedule; prepares adequately for responsibilities to be assumed when absent.
6.	Accounts for student attendance and punctuality; directs the conduct of students in accordance with policies at all times; takes all reasonable measures to protect students' health and safety.
7.	Follows all county, state, and federal policies and procedures.
8.	Meets certification and accreditation standards.
9.	Seeks to improve through professional development and evaluation activities.
10.	Presents a personal appearance which enhances the image of the school.
11.	Maintains prompt and professional communication with parents.
12.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, 4-8

POSITION TITLE: Teacher, 4-8	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership: Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide content-specific instruction that enables students to learn and achieve at maximum levels.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certification
3.	Experience: None
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication; instructional strategies that connect the curriculum to the learners; student management

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Provides instruction that is appropriate.
3.	Exhibits professionalism in all job related situations; follows professional ethics in all work related activities; presents a personal appearance which enhances the image of the school.
4.	Communicates responsibly with all individuals and groups.
5.	Assumes outside-the-classroom school responsibilities were needed and/or requested.
6.	Adheres to local school procedures and regulations in a supportive manner; demonstrates loyalty to the school and its leadership; avoids behavior which detracts from staff morale; works cooperatively with colleagues and the community; helps maintain a positive, cooperative climate.
7.	Promotes a positive school environment that enhances student learning.
8.	Maintains plans according to policies and/or directives.
9.	Promotes the responsible use of materials and equipment.
10.	Submits accurate paperwork on schedule.
11.	Maintains required work schedules in a punctual manner; demonstrates responsible attendance and use of leave.
12.	Prepares adequately for responsibilities to be assumed when absent.
13.	Accounts for student attendance and punctuality.
14.	Follows all county, state and federal policies and procedures.
15.	Directs the conduct of students in accordance with policies at all times.
16.	Takes all reasonable measures to protect students' health and safety.
17.	Seeks to improve through professional development and evaluation activities.
18.	Maintains prompt and professional communication with parents.
19.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, Gifted

POSITION TITLE: Teacher, Gifted	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPT: Transformational Leadership- Gifted	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide an appropriate educational program for eligible gifted learners.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certificate; Gifted-In Field and Subject Area Certification
3.	Experience: Five years of sucessful classroom teaching experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Provides instruction that is appropriate, using methodology according to the population's special needs.
3.	Exhibits professionalism in all job related situations; communicates responsibly with all individuals and groups.
4.	Assumes a fair share of outside-the-classroom school responsibilities; participates in program development activities as assigned.
5.	Adheres to local school/and program procedures and regulations; avoids behavior which detract from staff morale; works cooperatively with colleagues and the community.
6.	Maintains plans according to policies and/or directives; handles money, receipt books, and other financial records responsibly; submits accurate paperwork on schedule; follows identification procedures and maintains test security; punctual in maintaining required work schedules.
7.	Demonstrates responsible attendance and use of leave; prepares adequately for responsibilities to be assumed when absent.
8.	Accounts for student attendance and punctuality; follows all county, state and federal policies and procedures by the conduct of students in accordance with policies at all times.
9.	Adjusts to reassignments of schools and/or teaching responsibilities as caseloads require.
10.	Meets expectations according to the regular teacher job description.
11.	Maintains prompt and professional communication with parents.
12.	Performs other duties as assigned by Assistant Principal.

JOB DESCRIPTION: Teacher, Art

POSITION TITLE: Teacher, Art	**9±![¦!¢Lhb Lb{¢w¦a9b¢:** ¢Y9{
C¢κt¢: Cdzff ¢ΛY Ŝ	**{![!w¸:** TBD
DEPARTMENT: LyãúNdzŎúλ2yl·f Leadership¥ ¢ŜI·ŎKΛyƎ	**SALARY SCHEDULE:** Teacher
REPORTS TO: !ăăΛăúl·yű Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide art instruction to students and emphasize the importance of art work through quality exhibitions.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certificate
3.	Experience: None
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Communication; instructional strategies that connect the curriculum to the learners, student management

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Establishes a positive classroom climate and effectively manages art education instruction within that environment.
3.	Provides quality art (painting, drawing, craft & design) education experiences for all students and ensures each student's progress on an individual basis when possible.
4.	Familiarizes oneself with the established art curriculum and plans lessons.
5.	Evaluates student progress in terms of the objectives of the course and grades taught.
6.	Meets expectations according to the classroom teacher job description.
7.	Maintains prompt and professional communication with parents.
8.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, EIP

POSITION TITLE: Teacher, Early Intervention Program	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPT: Transformational Leadership- EIP	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide instruction for students performing below grade level to enable them to learn and achieve at or above grade level; assist students in performing at expectations and exit the program in shortest time possible; to maximize educational opportunities available to students by providing support and assistance to parents and families of students.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certificate
3.	Experience: Five years of classroom teaching experience
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication; instructional strategies that connect the curriculum to the learner

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Exhibits professionalism in all job related situations; follows professional ethics in all work related activities.
3.	Adheres to local school procedures and regulations in a supportive manner; demonstrates loyalty to the school and its leadership; avoids behaviors which detract from staff morale; works cooperatively with colleagues and the community; promotes a positive school environment that enhances student learning; helps maintain a positive and cooperative climate.
4.	Maintains required work schedules in a punctual manner; demonstrates responsible attendance and use of leave.
5.	Communicates responsibly with all individuals and groups; assumes a fair share of outside-the-classroom school responsibilities; maintains plans according to policies and/or directives; promotes the responsible use of materials and equipment; submits accurate paperwork on schedule; prepares adequately for responsibilities to be assumed when absent.
6.	Directs the conduct of students in accordance with policies at all times; takes all reasonable measures to protect students' health and safety.
7.	Follows all county, state, and federal policies and procedures.
8.	Meets certification and accreditation standards.
9.	Seeks to improve through professional development and evaluation activities.
10.	Provides assistance to teachers in classroom organization, management, and instructional strategies; provides support to teachers through demonstration teaching; facilitates the delivery of services intended to maximize the success of opportunities for at-risk learners. Stays knowledgeable of research-based teaching/learning strategies and materials. Articulates the concept and purpose of EIP services to school level personnel and the public.
11.	Presents a personal appearance which enhances the image of the school.

12.	Maintains prompt and professional communication with parents.
13.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, Music

POSITION TITLE: Teacher, General Music	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership: Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide music instruction for students and to present students in performance as a part of that instruction.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree
2.	Certification/License Required: Valid Georgia Teaching Certificate
3.	Experience: None
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Communication, instructional strategies that connect the curriculum to the learners; student management; ORFF1 certification required within the first 3 years of employment

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Instructs all students and ensures each student's progress with as much individualization as possible.
3.	Presents concerts and programs as dictated by the instructional needs of the students and the valid expectations of the local school and community.
4.	Establishes a positive classroom climate and effectively manages music instruction within that environment.
5.	Plans effectively for instruction, using knowledge of subject matter as well as knowledge of the physical, emotional, and intellectual growth process of students.
6.	Selects music and music materials which are appropriate for teaching and performance, and which will contribute to the development of the student's understanding and appreciation of music.
7.	Evaluates effectively student progress in terms of the purposes of the course and grade taught.
8.	Maintains positive and supportive communication with other general music teachers within the local school cluster, as well as other music teachers within the school system.
9.	Fulfills all responsibilities of paperwork such as materials and equipment inventory, purchase orders, report cards, attendance records, music library records, etc.
10.	Meets expectations according to the classroom teacher job description.
11.	Maintains prompt and professional communication with parents.
12.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, PE

POSITION TITLE: Teacher, Physical Education	**EVALUATION INSTRUCTION:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership- Teaching	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: To provide physical education instruction to students that enables them to achieve at maximum levels.	

REQUIREMENTS:

1.	Educational Level: Bachelor Degree Required
2.	Certification/License Required: Valid Georgia Teaching Certificate
3.	Experience: None
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Communication; instructional strategies that connect the curriculum to the learners; student management

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Teaches movement concepts in conjunction with awareness of body parts and spatial awareness (personal, group, and general space); analyzes, demonstrates, and explains fundamental loco motor skills and non-loco motor patterns for movement skills such as running, hopping, jumping, galloping, twisting, turning or bending.
3.	Works cooperatively with other physical education teachers in planning a balanced physical education program; provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible; teaches physical education classes for handicapped pupils as necessary
4.	Evaluates each pupil's growth in physical skills, knowledge, contribution in sports participation, and social skills; communicates with parents and school staff on pupil progress; identifies pupil needs and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems.
5.	Maintains professional competence through in-service education provided by the district, and in self-selected professional growth activities; participates in curriculum and other developmental programs; participates in faculty committees and the sponsorship of student activities.
6.	Cooperates with school administration in providing specialty performing groups for special occasions, attends PTA meetings and assemblies; supervises pupils in out-of-classroom activities during the assigned working day; conducts an annual field day activity.
7.	Selects and requisitions supplies, equipment, and instructional aids in concert with county guidelines, and maintains accurate inventory records.
8.	Meets expectations according to the classroom teacher job description.
9.	Maintains prompt and professional communication with parents.
10.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Teacher, ELL

POSITION TITLE: Teacher, ELL	**EVALUATION INSTRUMENT:** TKES
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Transformational Leadership- ELL	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 190
PRIMARY FUNCTION: Provides instruction for students that enables them to learn and achieve at maximum levels.	

REQUIREMENTS:

1.	Educational Level: Bachelor degree from an accredited college or university in the United States or the equivalent of a bachelor degree from a college or university outside the United States that is recognized as the equivalent of the diploma awarded in the United States. Any foreign credential must be evaluated by an agency approved by the Professional Standards Commission of the State of Georgia.
2.	Certification/License Required: Valid Georgia Teaching Certificate in ESOL/ELL or ESOL/ELL endorsement with appropriate content certification.
3.	Experience: Five years of classroom teaching
4.	Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5.	Knowledge, Skills, & Abilities: Written and oral communication in English at a minimum level of Advanced as defined the American Council on the Teaching of Foreign Languages (ACTFL: http://www.actfl.org) or Level 2 as defined by the Interagency Language Roundtable (ILR:http://www.govtilr.org/) or successful scores on the GACE Basic Skills Exam or meets exemption criteria. Instructional strategies that engage students in both oral and written communication and align with designated standards to connect students with the current ESOL curriculum and foster learning. Appropriate classroom and student management.

ESSENTIAL DUTIES:

1.	Demonstrates prompt and regular attendance.
2.	Provides appropriate instruction in ESOL.
3.	Seeks opportunities for professional development and enrichment in the teaching and learning of second languages, particular English as a Second Language.
4.	Presents a professional demeanor which enhances the image of the school.
5.	Exhibits professionalism in all job related situations.
6.	Develops, implements, monitors and assesses the English Language Proficiency of each identified ELL and ELL-M student.
7.	Communicates with parents in all aspects of their child's English Language Services.
8.	Completes designated procedures for students referred for ESOL service.
9.	Compiles, maintains, and submits all required records.
10.	Provides educational services according to the guidelines of the program and through the established delivery model for service.
11.	Serves as a resource and works collaboratively with the general education teacher who teach students with limited English proficiency.
12.	Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Literacy and Humanities Curriculum Coordinator

POSITION TITLE: Literacy & Humanities Curriculum Coord.	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership- Training, Modeling and Support	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 200
PRIMARY FUNCTION: Provides professional learning opportunities, consulting, modeling and support in the development and implementation of literacy and humanities instruction.	

REQUIREMENTS:

1. Educational Level: Bachelor Degree required; Master Degree preferred
2. Certification/License Required: Valid Georgia Teaching Certificate
3. Experience: Minimum of 7 years classroom teaching experience required; Extensive experience with delivering professional development and more than 5 years teaching across multiple grade levels preferred
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Written and oral communication; interpersonal skills, leadership, organization and instructional strategies

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Helps teachers utilize test data to improve instruction in support of the school strategic plan's literacy and humanities goals.
3. Demonstrates the ability to maintain positive professional working relationships and communicates effectively with others.
4. Works cooperatively to provide "Best Practices" in literacy and humanities to classroom teachers, parents and other stakeholders.
5. Develops and provides professional development and in-services to support the literacy and humanities instructional program.
6. Maintains and submits records, forms and reports related to training and support responsibilities.
7. Participates in professional growth efforts to keep abreast of current and emerging research-based teaching/learning strategies and materials.
8. Manages time well by being self-directed, setting appropriate priorities, as directed by administration and completes tasks and reports in a timely manner.
9. Performs other duties as assigned by appropriate administrator.

JOB DESCRIPTION: Math and Science Curriculum Coordinator

POSITION TITLE: Math & Science Coach Curriculum Coord.	**EVALUATION INSTRUMENT:** Collaborative Metrics
FT/PT: Full Time	**SALARY:** TBD
DEPARTMENT: Instructional Leadership- Training, Modeling and Support	**STATE HEALTH BENEFITS:** Yes
REPORTS TO: Assistant Principal	**WORK DAYS:** 200
PRIMARY FUNCTION: Provides professional learning opportunities, consulting, modeling and support in the development and implementation of math and science instruction.	

REQUIREMENTS:

1. Educational Level: Bachelor Degree required; Master Degree preferred
2. Certification/License Required: Valid Georgia Teaching Certificate
3. Experience: Minimum of 7 years classroom teaching experience required; Extensive experience with delivering professional development and more than 5 years teaching across multiple grade levels preferred
4. Physical Activities: Routine physical activities that are required to fulfill job responsibilities
5. Knowledge, Skills, & Abilities: Strong STEM knowledge/experiences required, written and oral communication; interpersonal skills, leadership, organization and instructional strategies

ESSENTIAL DUTIES:

1. Demonstrates prompt and regular attendance.
2. Helps teachers utilize test data to improve instruction in support of the school strategic plan's math and science goals.
3. Demonstrates the ability to maintain positive professional working relationships and communicates effectively with others.
4. Works cooperatively to provide "Best Practices" in math and science to classroom teachers, parents and other stakeholders.
5. Develops and provides professional development and in-services to support the math and science instructional program.
6. Maintains and submits records, forms and reports related to training and support responsibilities.
7. Participates in professional growth efforts to keep abreast of current and emerging research-based teaching/learning strategies and materials.
8. Manages time well by being self-directed, setting appropriate priorities, as directed by administration and completes tasks and reports in a timely manner.
9. Performs other duties as assigned by appropriate administrator.

Tab 31:

DCSD Salary Schedule

2015–2016 Teacher Salary Schedule

Teacher Salary Based on 190 Work Days/8 Hours Per Day...

Professional Infield Certificate

Years of Credited Experience	Salary Step	Bachelor's Degree (Slot E04)		Master's Degree (Slot E05)		Specialist's Degree (Slot E06)		Doctor's Degree (Slot E07)	
		Annual	Daily	Annual	Daily	Annual	Daily	Annual	Daily
0	Step 01	$ 42,499.99	$ 223.68	$ 45,109.07	$ 237.42	$ 49,441.71	$ 260.22	$ 54,161.76	$ 285.06
1	Step 02	$ 42,499.99	$ 223.68	$ 45,109.07	$ 237.42	$ 49,441.71	$ 260.22	$ 54,161.76	$ 285.06
2	Step 03	$ 43,529.99	$ 229.11	$ 46,139.07	$ 242.84	$ 50,471.71	$ 265.64	$ 55,191.76	$ 290.48
3	Step 04	$ 43,529.99	$ 229.11	$ 46,139.07	$ 242.84	$ 50,471.71	$ 265.64	$ 55,191.76	$ 290.48
4	Step 05	$ 43,529.99	$ 229.11	$ 46,139.07	$ 242.84	$ 50,471.71	$ 265.64	$ 55,191.76	$ 290.48
5	Step 06	$ 43,581.49	$ 229.38	$ 46,242.07	$ 243.38	$ 50,841.00	$ 267.58	$ 55,500.76	$ 292.11
6	Step 07	$ 44,056.62	$ 231.88	$ 47,017.00	$ 247.46	$ 51,585.73	$ 271.50	$ 56,351.60	$ 296.59
7	Step 08	$ 44,108.62	$ 232.15	$ 47,017.00	$ 247.46	$ 51,897.73	$ 273.15	$ 56,981.60	$ 299.90
8	Step 09	$ 44,160.62	$ 232.42	$ 47,017.00	$ 247.46	$ 53,129.00	$ 279.63	$ 58,974.00	$ 310.39
9	Step 10	$ 44,212.62	$ 232.70	$ 48,897.68	$ 257.36	$ 55,254.16	$ 290.81	$ 61,332.96	$ 322.81
10	Step 11	$ 44,579.94	$ 234.63	$ 50,365.12	$ 265.08	$ 56,911.92	$ 299.54	$ 63,172.72	$ 332.49
11	Step 12	$ 45,011.14	$ 236.90	$ 50,868.76	$ 267.73	$ 57,481.04	$ 302.53	$ 63,804.45	$ 335.81
12	Step 13	$ 45,641.91	$ 240.22	$ 51,876.24	$ 273.03	$ 58,619.60	$ 308.52	$ 65,067.60	$ 342.46
13	Step 14	$ 46,587.02	$ 245.19	$ 52,394.99	$ 275.76	$ 59,205.80	$ 311.61	$ 65,718.27	$ 345.89
14	Step 15	$ 48,000.01	$ 252.63	$ 53,432.08	$ 281.22	$ 60,378.24	$ 317.78	$ 67,019.68	$ 352.74
15	Step 16	$ 49,448.94	$ 260.26	$ 54,075.11	$ 284.61	$ 60,982.02	$ 320.96	$ 67,689.88	$ 356.26
16	Step 17	$ 50,961.73	$ 268.22	$ 55,727.60	$ 293.30	$ 62,189.92	$ 327.32	$ 69,030.00	$ 363.32
17	Step 18	$ 52,512.43	$ 276.38	$ 57,416.02	$ 302.19	$ 62,811.82	$ 330.59	$ 69,720.29	$ 366.95
18	Step 19	$ 54,075.11	$ 284.61	$ 59,154.33	$ 311.34	$ 64,700.54	$ 340.53	$ 71,100.64	$ 374.21
19	Step 20	$ 55,727.60	$ 293.30	$ 60,944.52	$ 320.76	$ 66,654.39	$ 350.81	$ 72,907.10	$ 383.72
20	Step 21	$ 57,416.02	$ 302.19	$ 62,784.61	$ 330.45	$ 68,684.08	$ 361.50	$ 75,431.83	$ 397.01
21	Step 22	$ 59,154.33	$ 311.34	$ 64,700.54	$ 340.53	$ 70,751.68	$ 372.38	$ 77,381.60	$ 407.27
22	Step 23	$ 60,327.83	$ 317.51	$ 66,654.39	$ 350.81	$ 72,907.10	$ 383.72	$ 79,650.78	$ 419.21
23	Step 24	$ 60,327.83	$ 317.51	$ 68,684.08	$ 361.50	$ 75,112.42	$ 395.33	$ 81,792.22	$ 430.49
24	Step 25	$ 60,327.83	$ 317.51	$ 70,057.16	$ 368.72	$ 76,613.23	$ 403.23	$ 83,432.74	$ 439.12
25	Step 26	$ 61,499.34	$ 323.68	$ 70,057.16	$ 368.72	$ 76,613.23	$ 403.23	$ 83,432.74	$ 439.12
26	Step 27	$ 61,499.34	$ 323.68	$ 70,057.16	$ 368.72	$ 76,613.23	$ 403.23	$ 83,432.74	$ 439.12
27	Step 28	$ 61,499.34	$ 323.68	$ 71,432.23	$ 375.96	$ 78,112.05	$ 411.12	$ 85,057.29	$ 447.67
28	Step 29	$ 62,696.80	$ 329.98	$ 71,432.23	$ 375.96	$ 78,112.05	$ 411.12	$ 85,057.29	$ 447.67
29	Step 30	$ 62,696.80	$ 329.98	$ 71,432.23	$ 375.96	$ 78,112.05	$ 411.12	$ 85,057.29	$ 447.67
30	Step 31	$ 62,696.80	$ 329.98	$ 72,793.34	$ 383.12	$ 79,612.85	$ 419.02	$ 86,695.81	$ 456.29

Provisional BT4 Certificate

$37,452.05 Annually, $197.11 Daily

**Certified staff holding BT4 certificate will receive $37,452.05 regardless of experience.*

Tab 32: Letter of Assurances

DeKalb County School District

1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083-1027
678-676-1200

Board of Education
Dr. Melvin Johnson, Chair
Mr. James L. 'Jim' McMahan, Vice Chair
Dr. Michael A. Erwin
Mr. Stan O. Jester
Dr. Joyce Morley
Mr. Marshall D. Orson
Mrs. Vickie B. Turner

Superintendent
Dr. R. Stephen Green

Charter School Letter of Assurances

This Letter of Assurances (hereinafter "Assurances") is made effective the 17 day of March, 20 16, by and between DeKalb County School District (the "District" or "DCSD") and the petitioner of a proposed charter school: The Spence Institute of Leadership & Learning, in which the petitioner assures that, if approved, 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. These Assurances enumerate all of these requirements and, the Petitioner hereby provides the legal assurance that the proposed charter school understands and will do these things.

Students, Academic Performance & Student Growth

1. The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

2. The recruitment of students is the responsibility of the petitioner and the charter school. During the recruitment process, the charter will provide parents of potential students with accurate information about the programs, services and amenities available at the school.

3. The charter 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. Additionally, the charter school 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.

4. The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Charter School Office, or the Internal Audit Team, as needed.

5. The charter school will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st, each school year.

6. The charter school shall comply with federal due process procedures regarding student discipline and dismissal.

Student Support Services

1. 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.

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

3. Establish a Section 504 team in accordance with state guidelines and local school board policies.

4. Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

5. Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

Petitioner's Initials: TT

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

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

8. 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, a licensed school nurse, and special education paraprofessionals, to provide services to eligible students (in accordance with State guidelines and DCSD policy).

9. Develop, maintain, and implement an Individualized Education Plan (IEP) for each student identified as needing special education services.

10. If the charter school does not have a certified or Hi-Q identified special education teacher, the school must employ substitute teachers as required by state guidelines until a certified/Hi-Q teacher is hired, and the substitute must be able to knowledgably maintain and implement students' Individualized Education Plans.

11. Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.

12. 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.

Governance

1. The charter school 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.
2. The charter school's governing board members shall receive initial training and annual training thereafter.

3. 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.

4. 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.

5. 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.

6. All meetings of the charter governance board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).

7. The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.

8. The charter school's governance board members may only receive compensation for reasonable and actual expenses incurred in connection with performance of their duties.

9. The charter school will have a written grievance procedure to resolve student, parent, and teacher complaints, and a written procedure for resolving conflicts between the charter school and the local board of education.

Petitioner's Initials: _____

1. Any surplus funds remaining at the close of each fiscal year, may be placed in a reserve fund, but the reserves should be used to enhance the charter school's academic program, facilities, or personnel plans, in the following school years.

2. The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

3. The charter school is subject to an audit by the District's Internal Audit Department.

4. 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.

5. 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 November 1st of each year.

6. The school will be responsible for providing various financial reports to the DCSD Charter Schools Office and DeKalb County Board of Education, including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

7. Any qualified audit findings, or non-conformity with generally accepted accounting principles, may result in termination of the charter after review of by the DCSD Finance Department.

8. The charter school will comply with the federal monitoring requirements for schools receiving federal funds.

9. 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 resolved satisfactorily.

10. 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.

11. 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.

12. 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. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. Any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

13. If the charter school plans to cease operation, the school will notify the DCSD Charter Office within 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Unless an emergency closure is necessary, the charter school will ensure that a transition plan is developed, and the school will close at the end of the fiscal year in which it is operating, or another mutually agreed upon date. 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. 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, DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

Petitioner's Initials: _____

14. 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.

15. 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 satisfactorily resolved, and/or pursue termination of the charter.

Facilities

1. 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.

2. 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.

3. 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.

4. 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.

School Nutrition & Transportation

1. If the charter elects to participate in the National School Breakfast and Lunch Program, the charter will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.

2. The charter school agree to provide the system with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year.

3. The charter school's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.

Personnel

1. 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.

2. The charter school will provide documented annual professional development for all instructional staff.

3. 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.

Petitioner's Initials: _____

4. The charter school shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals.

5. The charter school shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.

Administrative

1. 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.

2. No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

3. The charter school may not open except at the beginning of each school year. The charter may commence the school year at an earlier or later date than DCSD, however, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the District's school year.

4. 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 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.

5. 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.

6. Petitioners must ensure that they adhere to all standards as set forth by the Southern Association of Colleges and Schools (SACS) and AdvancED.

Maximum Flexibility

1. Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce all laws and regulations governing the health, safety, and welfare of its students.

2. 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.

Petitioner's Initials: _____

1. The charter school shall and will, by November 1st or the date published by the GADOE, 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.

2. 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.

3. The charter school shall complete annual reports and surveys, as mandated by the DeKalb County School District, and shall be supervised and monitored by the DeKalb County School District's Charter Office.

Charter Adherence of State and Federal Laws

1. The charter school will not waive and is not exempt from Federal law, nor the following state laws:
    a. 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
    b. Shall Not Charge Tuition, O.C.G.A. § 20-2-133
    c. Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
    d. Reporting Requirements – Student Data Collection, O.C.G.A.§ 20-2-320
    e. Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
    f. Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
    g. Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.
    h. Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211
2. The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
3. The charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age. Moreover, the charter school will seek to ensure that a diverse representation of DeKalb students is enrolled in the charter school.
4. 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 if it does not receive full accreditation by the end of its second year of operation, DCSD may pursue termination of its charter.
5. 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%), DCSD may pursue termination of its charter. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, DCSD may pursue termination of its charter unless the charter school can document additional independent financial support.
6. The charter agrees that if any significant expansion is to occur at the school after its 1st year of operation, the charter will provide in writing to the GADOE and DCSD, by April 1st of the preceding year the school's plans to significantly expand. The Charter understands that if this action does not occur with timely notice, the SEA or LEA is relieved of most of its obligation to provide the federal funds.
    a. In order for a charter school in the state of Georgia to meet qualifications for status as a significantly expanding school, a charter school must meet at least one of the following:

Petitioner's Initials: _____

i. Projected enrollment growth must exceed 33% of the previous year's October FTE-1 enrollment.
ii. Expansion of more than one grade level as outlined in a predetermined program growth design in the charter school approved charter or a newly approved charter school amendment.

7. 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.

Assurances for Charter Schools with an EMO/CMO Agreement

1. No provision of the [EMO/CMO] agreement shall interfere with the Charter Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school.

2. No provision of the [EMO/CMO] agreement shall prohibit the Charter Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

3. Upon termination of the agreement, the charter school governing board shall ensure that the management company immediately turns over all student, personnel, fiscal, and other charter school records to the governing board.

4. Nothing in the agreement between the charter school and the [EMO/CMO] shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.

5. To the extent there are any conflicts between the terms of the charter school's charter and the terms of the management agreement, the terms of the charter will control.

6. The Governance team of the school will solely retain authority over the budget. Representatives of the [EMO/CMO] will not serve on the Governing Board.

7. This [EMO/CMO] is the charter school's only management partner.

8. The term of the contract with the [EMO/CMO] does not exceed the term of the charter agreement.

9. If an [EMO/CMO] purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the [EMO/CMO] agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The [EMO/CMO] shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the charter. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

10. The governing board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.

11. The governing board will ensure that the management agreement contains a section that will reasonably permit either party to terminate the contract.

12. The contract should include provisions dealing with ownership of physical and intellectual property developed by the [EMO/CMO] or by the charter school's employees.

Indemnification Rights & Responsibilities

1. The charter school 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 the charter school'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 the charter school, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to the charter school's performance of the charter contract, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

2. The charter school shall be excused from its indemnification obligations, as stated in Paragraph 1 above:
    b. 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
    c. If DCSD fails to:
        i. provide written notice of the third party claim or suit as soon as practicable;
        ii. cooperate with all legally reasonable requests of the charter school; or
        iii. assists the charter school with the defense and/or settlement of such claim or suit.

3. The charter school's obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of the charter contract, for any reason.

Insurance

1. The charter school shall procure and maintain throughout the term of the charter contract, a policy or policies of insurance providing coverage as set forth below that shall protect the charter school and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of charter school's operations under the charter contract.

2. The policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. The Charter School shall procure the insurance policy(ies) at it'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.

3. In addition to the Certificates of Insurance, the charter school's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by **the charter school.** 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.

4. The charter school 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. The charter school 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 of the charter school 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 **the charter school** or charter school'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. **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.

5. Should the charter school 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;

6. 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 **the charter school.** 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;

7. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:
   a. Except for Professional Liability policies, all coverage shall be on an "occurrence" not "claims made" basis;
   b. 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;
   c. Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;
   d. All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof; and
   e. 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.

8. Under coverage required under Sections 7 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:
   a. 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.
   b. Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.
   c. Shall include Indemnitees as "Additional Insureds."
   d. A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

9. The charter school shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as the charter school shall deem appropriate and adequate for the work being performed. However, the obligations of the charter school to the Indemnitees assumed in Sections "Indemnification", and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, the charter school 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 charter school. The charter school shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

Other Obligations

1. **Entire Agreement.** This Letter of Assurances constitutes the entire agreement between the Charter school, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters, but does not supersede the charter contract, which sets forth an entire agreement between the charter school, DeKalb Board of education, and State Board of Education.

Petitioner's Initials: _____

2. **Modification.** The DeKalb Board of Education, or District Designee, reserves the right to require the charter school to sign updated versions of this Letter of Assurances throughout the charter term, as necessary.

3. **Waiver.** No failure or delay by the DeKalb Board of Education, or District Designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the DeKalb District under this Letter of Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.

4. **No Violation.** The charter school represents and warrants that the execution of, and performance under, this Letter of Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.

5. **Headings/Interpretation of MOU.** The headings contained in this Letter of Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.

6. **Severability.** In the event that any term or provision of this Letter of Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of this Letter of Assurances.

7. **Governing Law.** This Letter of Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.

8. **Notices.** Unless otherwise provided in the charter contract, or this Letter of Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, certified mail, or regular mail, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail.

   Notices shall be addressed as follows:

   To the DeKalb District:
   DeKalb County School District
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083
   Attn: Superintendent

   With a copy to:
   Chief Legal Officer
   DCSD Office of Legal Affairs
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083

   Charter School Office
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083

9. **Counterparts.** This Letter of Assurances may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties.

Petitioner's Initials: _____

DeKalb County School District
Letter of Assurances for _The Spence Institute of Leadership and Learning Charter School

The Spence Institute of Leadership and Learning **Charter School**	**DeKalb County Board of Education**
Charter School Representative	*Signature*
Tomiko M. Thompson	
Name (Please Print)	*Name*
Founder	Chair, DeKalb Board of Education
Title	*Title*
March 17, 2016	
Date	*Date*

DeKalb County School District

Signature

Name

Superintendent, DeKalb County School District
Title

Date

Petitioner's Initials: _____